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ABSTRACT

This study was designed to determine the feasibility of developing competency-based curricula for the Human Services Technology program at the Wilmington Campus of Delaware Technical and Community College. Eighty entering students were given a battery of tests designed to measure (1) personality, (2) attitudes, perceptions, and motivations as they relate to ability to obtain and maintain a job, and (3) socioeconomic status. Complete task and job analyses were conducted to define the occupational requirements for three kinds of human services technicians, and videotapes of persons actually performing those jobs were produced. Staff members and students viewed the tapes and developed a list of behaviors which constituted competencies in the tasks of interviewing and counseling. A checklist was developed to record teacher evaluations of each listed competency. Those students who could not master the required skills were directed to an individualized competency-based program designed to provide them with a prescription based on individual learning style and other diagnostic factors. The authors conclude that any competency-based curriculum at a comprehensive community college must stress the affective, as well as the cognitive and psychomotor, domains of human behavior. (DC)

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FINAL REPORT

Project No. V0021VZ

Grant No. OEG-0-74-1709

A Pilot Project to Generate Critical Analyses of Problems and Processes in Operational Strategies and Components Essential to College-Wide Competency-Based Curricula

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SUMMARY

It is the purpose of this section to provide the reader with a brief and practical interpretation of major findings and implications resulting from this study.

RATIONALE FOR THE STUDY

Postsecondary comprehensive community colleges across the nation are currently enrolling a great many students who are classified as having "learning difficulties". These so-called differences take many forms and are caused by a myriad of factors. Another large segment of students do not exhibit basic skill deficiencies but do manifest problems related to self-concept, vocational maturity, career development and work values. It is obvious that these students tend to migrate to institutions with "open door" admissions policies and also to socially oriented instructional programs in the various colleges. Occupationally, oriented students face a suttle obstacle to success; that is, institutional exit requirements are typically developed by educators while entry requirements for work are set by business and industry. This fact points out the need for greater articulation between education and industry. However, an operational problem arises from an absence of competency-based job criteria related to educational programs and developed through task analyses. For these reasons, this study was designed to address the problems, processes, strategies and components essential to the development of college-wide competency-based curricula.

FINDINGS

In terms of competency-based education at the Community College level, more programmatic research is needed to determine the relationships among variables influencing student achievement. Efforts must be directed toward codifying student behavior in relationship to behaviorally stated objectives with valid criteria derived from an analysis of "real" requirements in the work world. Attention must be directed to affective behavior as a means of providing students with "transferable saleable skills" and positive work values. Other characteristics such as self-concept and vocational maturity must be developed in students through involvement with successful educational and work related experiences.

Evidence suggested that an individualized competency-based approach had the potential for assuring that 90-95 percent of students entering a specific course of study will be able to satisfactorily complete course requirements by meeting the criteria established for satisfactory performance.

IMPLICATIONS

1. Results of this study indicated that additional exploratory career opportunities need to be available for students. Occupational interest data further confirmed the fact that Human Services students possessed wide career interests.

2. Career interests and work attitudes of students should be assessed on an individual basis in order to structure individualized instructional programs.

3. A new relationship between student services and instructional services must be considered in order to operationalize a competency-based instructional program. Evidence suggested that a (CBE) program required information not generally available to instructional personnel.

4. It is evident that additional emphasis must be focused on the development of curriculum content in the affective domain in order to provide students with a more realistic view of the world of work with respect to themselves.

5. New approaches to inservice programs for faculty members who are developing CBE is needed. Evidence suggested that inservice programs were most effective when the administrative structure was designed to support the mission perceived as "most important" by faculty members who were involved with the program.

6. The systems approach to competency-based curriculum development systematically focused staff efforts and reduced "slippages" traditionally found in developmental curriculum efforts.

7. Evidence indicated that pre-planning and management were key factors in the development of CBE.

I

THE PROBLEM

Background

Delaware Technical and Community College is a multi-campus, two year Associate-degree granting institution of higher education which provides academic, technical and continuing education opportunities for youth and adults in the State of Delaware.

As with any multi-campus college, it is obvious from an instructional point of view that rapid growth is accompanied by many problems. One problem area is the obvious absence of competency-based curriculum materials suitable for new and expanding occupational clusters. Other concomitant critical problems arise from the absence of a developmental research model that defines the interactive nature of instructional delivery systems. Several of these problems were identified and stated in question form:

1. What is the interactive nature of student variables as related to career choice and achievement?

2. To what extent may elements of the affective domain be identified, taxonomized and expressed in competency-based terms related to the career needs of community college students?

3. What is the interrelationship of institutional variables, teacher, counselor, student, facilities, etc., in terms of systematically assessing and reviewing the Educational Mission of Delaware Technical and Community College?

Although there is no apparent answer to these questions, it is possible that research focused on affective elements of competency-based education could conceivably provide a theoretical framework to view various components of the system.

Statement of the Problem

The College consistently expressed the philosophy of performance-oriented instruction with heavy emphasis on cognitive and psychomotor skills. However, it is clear today that our economy is becoming service oriented and requires an increasing number of associate degree graduates possessing a myriad of affective skills. These skills complement various other related cognitive and psychomotor components previously identified in beginning stages of the project through task and job analyses.

To a large extent, complex interfaces were difficult to define and analyze especially in terms of theoretical and operational systems. Unfortunately, from an instructional standpoint many elements indigenous to the affective domain have not received the degree of attention afforded to cognitive and psychomotor components. Therefore, it was the mission of this project to develop a research model and an accompanying instructional delivery system consistent with the objectives of Delaware Technical and Community College.

Specifically, the purpose of this study was to investigate problems, processes, components and operational strategies essential for college-wide development of competency-based curricula. Specifically, the project had two goals:

1. The design of a research model defining the interactive nature of instructional systems, and

2. The development of a systems approach to competency-based curriculum design for a selected occupational area in the personal services career cluster.

Several concomitant objectives were also identified for the project:

1. To identify one career program and involve faculty from various supporting disciplines in the process of developing a competency-based curriculum model;

2. To formulate task analyses for various components of the occupation;

3. To analyze individual student needs, formulate appropriate prescriptions and apply educational strategies for instruction based on individual student needs;

4. To accurately identify, define and analyze the interactive nature of each component in the model;

5. To test the effectiveness of competency-based curriculum strategies in an urban setting.

Review of Literature

A review of literature related to the research was conducted for the purpose of isolating specific information pertinent to procedural and operational strategies used in the study.

Studies Related To Competency-Based Education

Unfortunately, competency-based education has not been in existence long enough to have an organized body of knowledge from which researchers may draw. However, it is safe to say that most authors argue that more basic scientific research is needed before the full promise of competency-based instruction can be realized.

Competency-based education has been broadly defined by Elam (1971) as:

1. "Competencies" mean knowledge, skills, and behaviors that the teacher (or student) must have.

2. Competencies are based on performances teachers actually require in the classroom.

3. Criteria for determining competencies are explicit and public.

4. Performance is the major source of evidence of competency.

5. Rate or progress through the program is determined by demonstrated competency (not time, semester hours or some other standard).

Obviously, the crux of competency-based education is the issue of competency identification. Silverman (1970) has developed a taxonomic process that systematically differeniates, orders, relates and names groups within a subject field. The following six steps are included in the process:

1. Collecting samples of phenomena.

2. Describing essential features or elements.

3. Comparing phenomena for similarities and differences.

4. Developing a set of principles governing the choice and relative importance of elements.

5. Grouping phenomena on the basis of essential elements into more and more exclusive categories and naming the categories.

6. Developing tasks and behaviors as a means of recognizing and identifying phenomena.

McClelland (1968) has further operationally defined procedures for developing technical training:

Step 1: Determine the performance required. The assumed purpose of training is to develop job-relevant human performance capabilities. Therefore, the initial and most critical step in the development of any technical training program is to specify and describe what a person must know and be able to do in the job situations for which he is being trained.

Step 2: Derive training objectives from performance requirements. Once performance requirements have been determined the next step is to derive corresponding behaviorally stated training objectives which specify the tasks the trainee must master and to what level of proficiency. Properly established training objectives serve as a standard against which training effectiveness can be evaluated, as well as serving to communicate the intent of the instructional program.

A clear specification of an objective is considered to be a behavioral statement that describes the following elements:

(a) The particular job-relevant performance or behavior the student is expected to be able to display after training, described in terms of student actions.

(b) The relevant conditions under which such performance is to be observed.

(c) The standard of performance accuracy or speed to be attained by each student.

Three levels of behavioral objectives for training courses are distinguished. First is the general goal or purpose of a course or unit of instruction. Next is the terminal objective, which describes a meaningful unit of work activity. At the third and lowest level are enabling objectives, which describe knowledges, skills, and attitudinal behaviors that must be acquired to accomplish the terminal objective.

Step 3: Base training content on training objectives. The content of training (that which is taught) is based on the objectives, distinguishing between that content which is essential and that which is useful but not essential for school learning. Where abstract

> or conceptual knowledge seems required, an earnest attempt to relate and restate such knowledge in specific items of information required for and used in job performance has been helpful. The concern here is that a school must know what to teach before it can realistically determine how to teach.

Step 4: Select appropriate training methods. Thus, Step 4 of the procedure is to select the instructional methods best suited for creating the appropriate learning experiences. Intensive research efforts have been and continue to be directed toward finding effective ways to organize and sequence training content and to select appropriate training and teaching methods for the creation of effective learning experiences. From this research, several general concepts are emerging as well as specific procedural techniques.

The remaining three steps need to be briefly stated, as they are less relevant to the techniques to be discussed in the remainder of this chapter. Step 5 is to administer training so as to minimize interference with learning and maximize learning principles. In Step 6 the school-trained product is monitored. The general objective of this quality control program is to maximize the relatedness of training activities to performance requirements. Lastly, in Step 7 the training is modified as required through feedback.

Although the schema cited above offers clear direction, several philosophical and operational problems arise where systems approaches to curriculum development are considered for public postsecondary technical institutions and community colleges. The character of the population and the learning styles of students must be a primary consideration. From a philosophical point of view, Smith and Moss (1970) identified many of the barriers commonly associated with new approaches to Vocational curriculum development:

> For public school vocational educators, however, social values and practical considerations make role definition much more difficult. Vocational educators have little control over the labor supply, and almost none over occupational demand. Their programs are not the sole suppliers of the nation's trained labor. Vocational educators cannot be concerned only with satisfying manpower requirements, but must try to optimize the entire social system through maximizing the potential of every student. Consequently, the public school

vocational educators must consider many factors, in addition to the needs of available specific "jobs" when defining the work roles for which training is to be provided. For example, in order to help assure individual job satisfaction, as well as satisfactory job performance, job engineering -- the restructuring of work roles -- may be required to adapt jobs to available human abilities and psychological needs (e.g. creating paramedical occupations). Consider also the effects of imposed, unrealistic labor market barriers, such as discriminatory practices, inefficient placement systems, and control by unions or management over entry points to certain career fields. To what extent should these barriers to the use of skills affect the scope and nature of the work roles for which training is to be provided? Further, concern for the career development of the individual also forces public school vocational educators to focus attention on the long-term usefulness of work skills. Studies of the predicted impact of technological change, the identification of occupational "clusters," and the specification of career ladders are all indicative of a desire to enhance the efficiency of training by defining a work role for training purposes that is different from the entry level job currently available in the labor market.

Finally, many vocational educators in the public schools would specify the roles for which training is to be provided to include aspects of the non-work as well as the work roles. Concern for citizenship and culture-carrying activities and the self-fulfillment of the individual would dictate this broader perspective of vocational education's responsibility.

Summary

Broader aspects of concerns cited above have implications for postsecondary career education, especially those affective elements of curricula which have not traditionally been addressed in terms of competency-based analysis and design. Two basic problems seem apparent:

1. A heuristic model does not presently exist that defines operational interfaces or the interactive nature of variable components in a multi-campus comprehensive community college. It is extremely important that

these relationships be identified and defined in order to appropriately focus competency-based system development efforts. As curricula goals, objectives and strategies are developed, what reshaping of other institutional variables will be required to accomodate curricula changes within the system?

2. There is a puacity of information pertaining to competency-based curricula for occupations requiring a high degree of affective skill, e.g., Human Service Technology.

From a practical point of view, the focus of this research addressed the basic problems cited above; however, for clarity, a restatement of purpose is provided.

Specifically, the purposes of this study were to:

1. Develop a research model defining the interactive nature of instruction systems, and

2. Develop a systems approach to competency-based curricula.

II

PROCEDURES

Theoretical Framework

A basic operational research system designed by Davis (1973) served as an analytical approach to the development of a competency-based learning system. Figure 1 graphically describes the design:

FIGURE 1

DECISION ANALYSIS MODEL

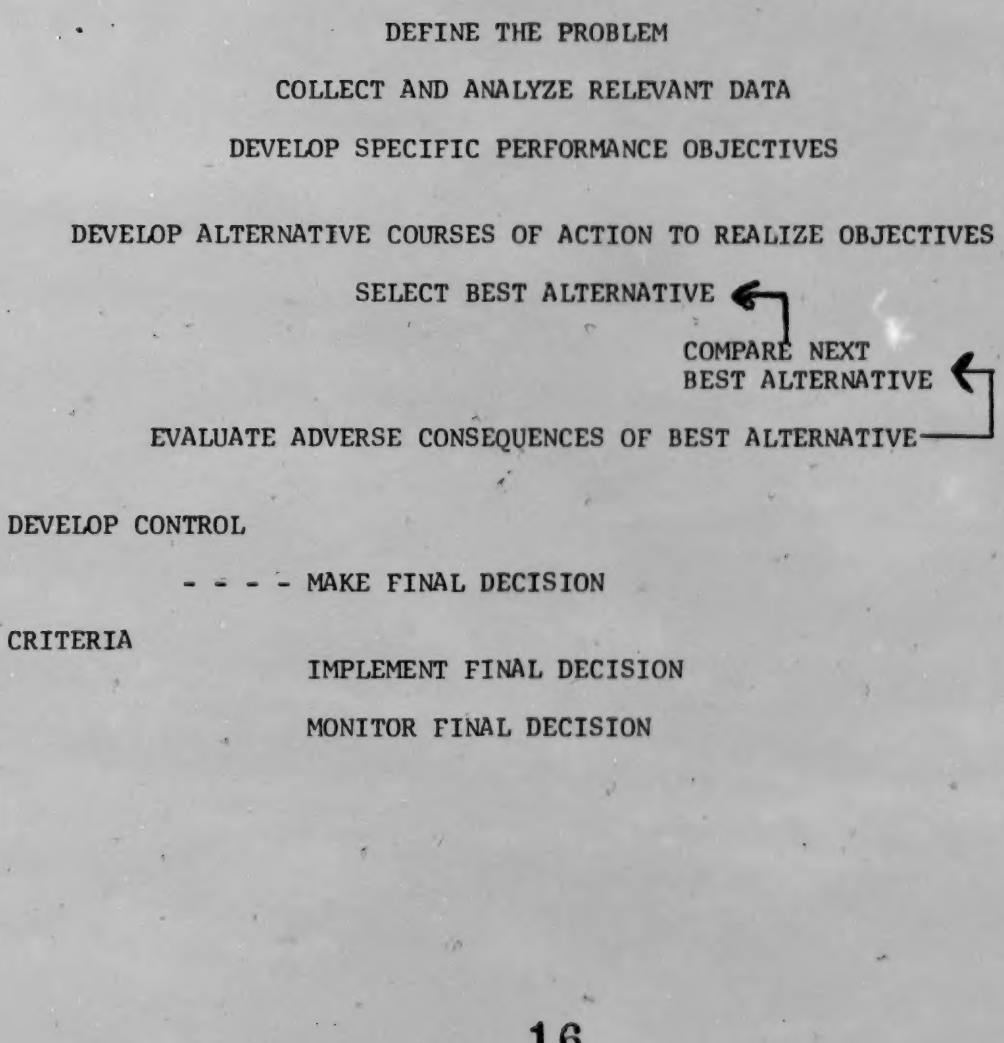
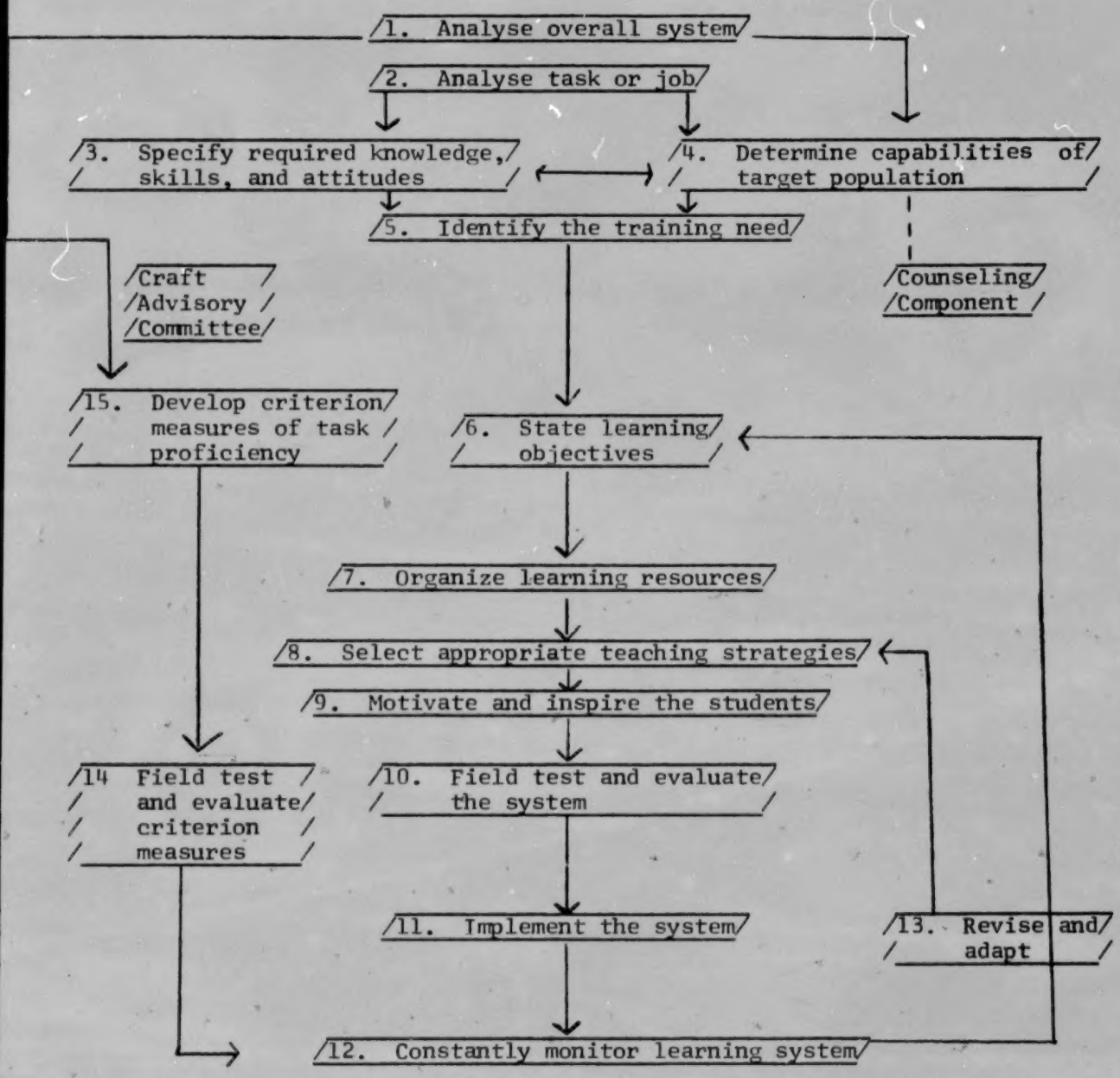

DEFINE THE PROBLEM
COLLECT AND ANALYZE RELEVANT DATA
DEVELOP SPECIFIC PERFORMANCE OBJECTIVES
DEVELOP ALTERNATIVE COURSES OF ACTION TO REALIZE OBJECTIVES
SELECT BEST ALTERNATIVE
COMPARE NEXT BEST ALTERNATIVE
EVALUATE ADVERSE CONSEQUENCES OF BEST ALTERNATIVE
DEVELOP CONTROL
- - - - MAKE FINAL DECISION
CRITERIA
IMPLEMENT FINAL DECISION
MONITOR FINAL DECISION

FIGURE 2

Sequential Model For The Development Of A Learning System


1. Analyse overall system
2. Analyse task or job
3. Specify required knowledge, skills, and attitudes
4. Determine capabilities of target population
5. Identify the training need
Craft Advisory Committee
Counseling Component
15. Develop criterion measures of task proficiency
6. State learning objectives
7. Organize learning resources
8. Select appropriate teaching strategies
9. Motivate and inspire the students
14 Field test and evaluate criterion measures
10. Field test and evaluate the system
11. Implement the system
13. Revise and adapt
12. Constantly monitor learning system

Another basic procedural problem in the development of competency-based education was identified as the lack of a suitable learning system. Fortunately, Davis (1973) described a processes involved in developing a learning system. Figure 2 is similar to Figure 1 but additionally provides an orderly sequence of activities summarized by major headings identified with the teacher-manager concept:

1. Planning - Activities 1,2,3,4,5,6,14 and 15. These are identified with defining the true nature of problems that a learning system must resolve.

2. Organizing - Activities 7 and 11 are concerned with the methodology of learning and the employment of teaching resources in accordance with previous planning.

3. Leading - Activities 8 and 9 have to do with the way in which the teacher interacts with the total system.

4. Controlling - Activities 10, 12 and 13 involve the process of evaluation in terms of the system's success in realizing stated objectives.

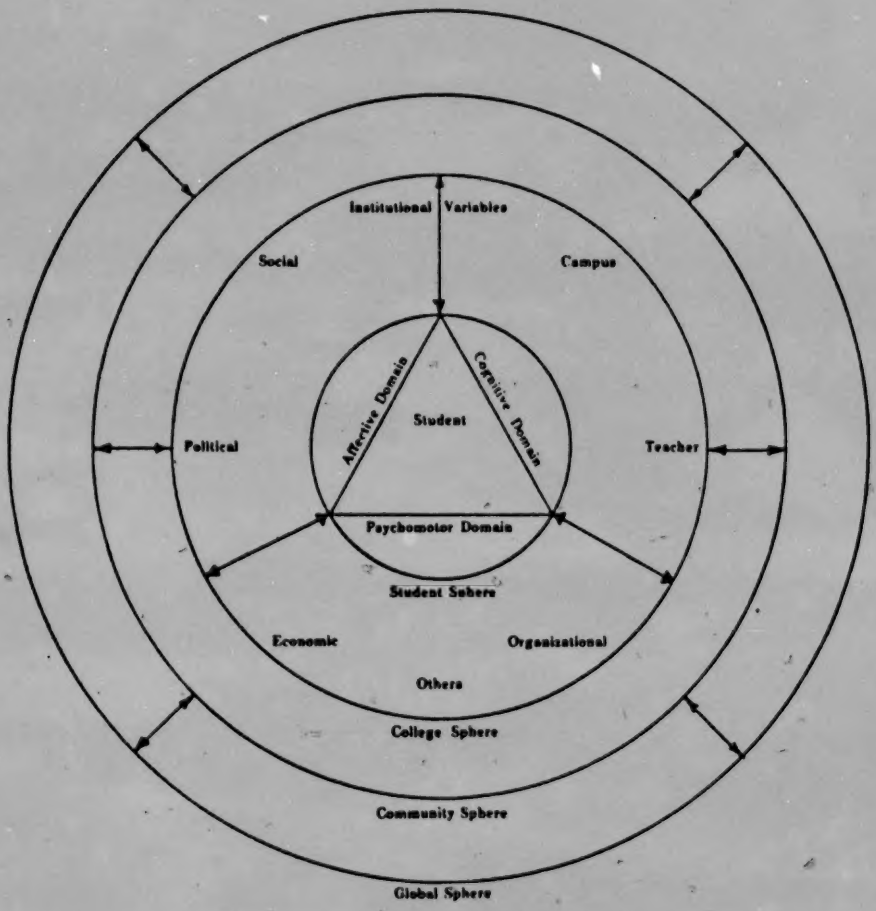
It was obvious that competency-based education could not be organized and developed immediately. However, with the conceptual framework identified in Figures 1 and 2, it was possible over an eighteen (18) month period to define and operationalize selected course segments of the Human Service Technology Program in a competency-based framework.

Initially, an analysis of the overall college system was iniated to identify sub-systems within Delaware Technical and Community College. Although the research reported in this document is focused directly on competency-based curricula development for Human Service Technology, it is important to point out that the analysis revealed many obvious as well as subtle interfaces which operate within the system, e.g., institutional variables influence and in turn are influenced by the community and other variables (Figure 3).

It was apparent that staff personnel would need a model to serve as an operational framework and to focus their efforts to develop competency-based curricula for the Human Service Technology. Although the model was experimental and incomplete, it did in a real sense provide an operational framework for research in a multi-campus community college.

FIGURE 3

AN INTERACTIVE RESEARCH MODEL FOR A MULTI CAMPUS COMMUNITY COLLEGE



WHAT IS THE INTERACTIVE NATURE OF VARIABLES IN A MULTI CAMPUS COMMUNITY COLLEGE?

POPULATION

The population consisted of (N=80) entering students registered in the Human Service Technology Program at the Wilmington Campus of Delaware Technical and Community College. These students ranged from 18 to 55 years of age. Sexual composition was approximately 25% male and 75% female.

For comparative trend data analyses, second year Human Service and first year Business Administration students were included in the sample.

OPERATIONAL DESIGN

Operationally, Human Service Technology was selected because of its affective content. Wilmington Campus was identified as the project site for two reasons: First, the campus was new and was in the process of developing an expanding Human Service Technology Program; second, the campus director, dean and human service chairperson were totally committed to the project.

Initial organizational meetings were conducted to establish direction and to define perimeters for the investigation. These meetings were under the direction of Dr. Ruth Laws and Joseph English, director and chief investigator of the project. Dr. Laws initiated the meeting through prescribed campus protocol and presented background material on curriculum planning while Mr. English developed and presented theoretical and operational designs necessary for implementation, development, operation and completion of various project phases.

The project required approximately eighteen months, beginning June 1, 1974 and ending November 30, 1975. The following time frame served as a guideline for significant events:

1.0	Began Systems Analysis	June 15, 1974
1.1	Made Task Analyses	
1.2	Established Theoretical and Operational Development	August 30, 1974
2.0	Specified Behavioral Objectives	October 30, 1974
3.0	Analyzed & Structured Information and Materials	December 30, 1974
4.0	Organized Learning Resource	March 30, 1975
4.1	Reviewed Test Data	
4.2	Developed Teaching Structure	
5.0	Constructed Initial Design of Competency-Based Program	April 15, 1975
6.0	Evaluated Feedback and Redesigned Program	August 30, 1975
7.0	Initiated and Validated Program	November 30, 1975

The following operational step by step procedure were followed:

1. Identified campus location (Wilmington, Delaware).
2. Identified occupational cluster and specific technical program.
3. Identified participants, staff and related support service.
4. Selected student participants.
5. Conducted pre-planning review session at campus level with advisory committee and staff.
6. Developed operational strategies to implement stated objectives.
7. Developed and scheduled seminar workshops and study sessions.
8. Designed a prototype competency-based system for curriculum design.
9. Developed evaluation procedures related to objectives.
10. Tested various components of the system.
11. Gathered data for evaluation and feedback.
12. Adjusted model and procedures where necessary.
13. Redesigned prescriptions.

Internal Operation and Management

During the organizational and developmental stages of the project, the project directors worked closely with Human Services staff and administration at the project site. Weekly meetings and staff study sessions were conducted during the course of the project to insure a continuous flow of information concerning problems, strategies and procedural arrangements necessary for efficient operation.

After the systems analysis had been completed, the Human Services staff reviewed an indepth occupational survey that had been conducted earlier to determine the extent to which occupational opportunities existed for human service graduates within the service area of the College. The survey instrument and data are included in Appendix "A".

Next, complete task and job analyses were conducted to define the occupational requirements for Human Service technicians. A Human Service Technician could function in one or more of the following specific titles:

1. Social Service Specialist
2. Assistance Payment Specialist
3. Mental Health Technician

The above titles are representative of many other related jobs that Human Service graduates obtain. In order to accurately perform a complete task analysis and obtain information to establish objectives with a specified level of competency, a video recording of each job was produced on the actual job site, e.g., a practicing social service specialist was taped while actively performing (a client intake interview) on the job. These tapes were later replayed by the Human Services staff to obtain actual task data for curriculum development and specific levels of required student behaviors (competency-based). Actually, these recordings served as basic criteria for instructors and students to judge the level of competency a student had reached at any given point during the training period. A complete analysis including human service goals and objectives, behavioral specifications and appropriate criteria is included in Appendix "B".

With the project's basic mission in mind, it was decided that one course in the Human Services curriculum should be identified for competency-based development. A course entitled, "Interviewing and Counseling" was selected by the staff for two basic reasons: First, the course content was considered to be in the affective domain and second, video records were available to serve as criteria for student performance; therefore, an objective method of determining student competency was available to students and instructors.

Staff members and students analyzed the tapes and developed a list of composite behaviors which constituted competency in the tasks of interviewing and counseling. Competency-based behavioral content for the interviewing and counseling course is contained in Appendix "C". It will be observed that a check list was developed to record observer (teacher) evaluation of each listed competency. A student was considered competent when a (yes) was recorded for each item. Those students who could not master the required affective skills were then directed to an individualized self-pacing mastery (competency-based) program designed to provide each student with a prescription based on individual learning style and other diagnostic factors. Figure 4 defines the Alternative Mastery Model used by the project staff to facilitate student achievement. Figure 5 describes components of the Individual Student Analyses and Prescription Report prepared for each student who could not master the specified behavior.

FIGURE 4

Alternative MasteryModel for Individual Self Paced Instruction

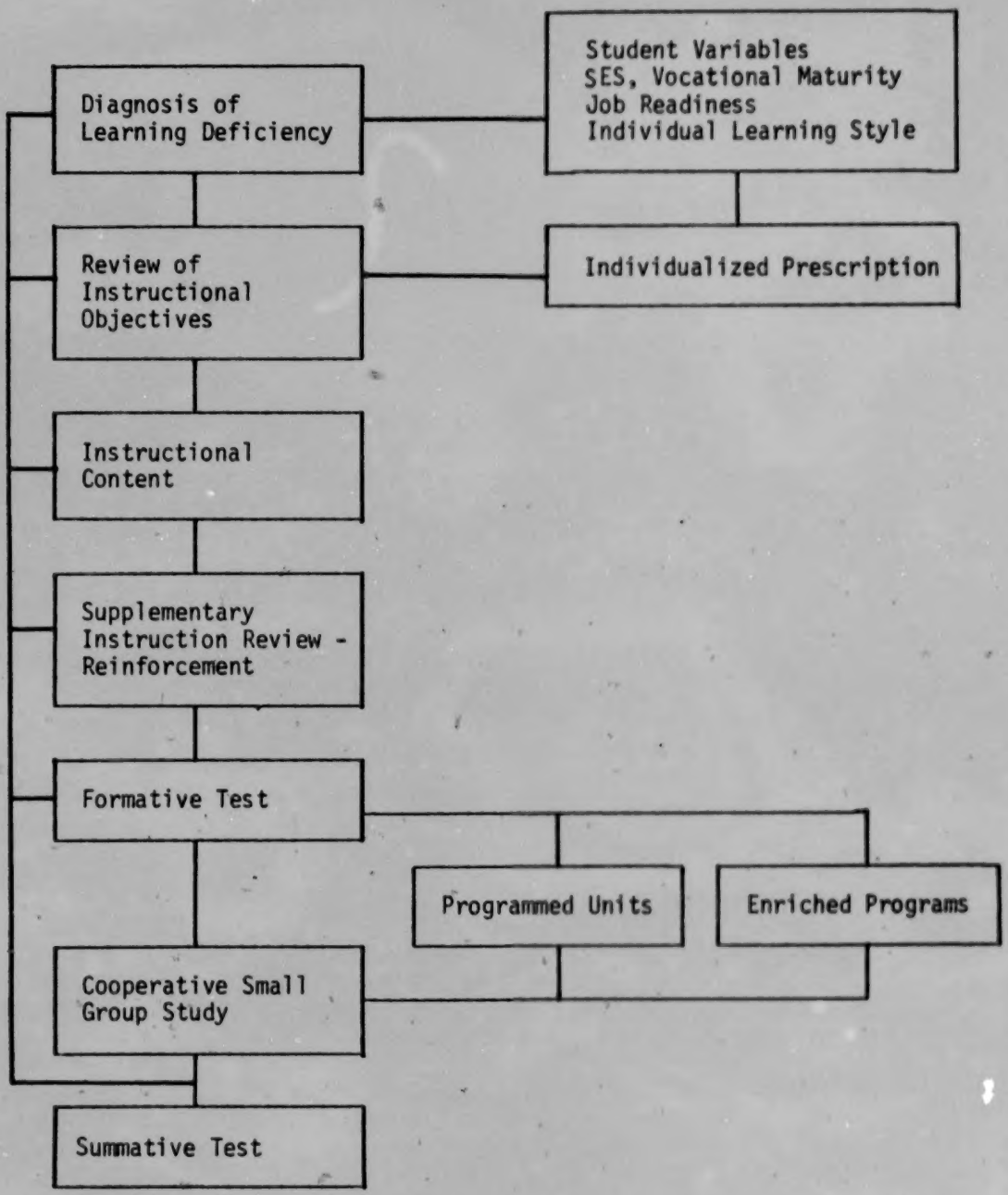


Figure 4. KIM's Mastery Learning Strategy from Block, J.H. (ed.), Mastery Learning: Theory and Practice. New York: Holt, Rinehart and Winston, 1971.

FIGURE 5

INDIVIDUAL STUDENT ANALYSIS AND PRESCRIPTION REPORT

Date: November 20, 1975 Student: _____

Program: Human Services Institution: Wilmington Campus

Diagnostic Factors (VPI, VOI, ISP, and other data)

Comments:

VPI - High score on social scale

VOI - Sees both negative and positive sides of work (is realistic) but sees these barriers: medical, child care and family, new situations and people.

Student Interview

Comments:

Student cannot make a level and response
Passive attitude
Lack of involvement with others or other than a supervicial plane

Prescription (based on diagnostic data)

- Review Counseling Checklist
- Review notes on Counseling Evaluation
- Review diagram of Counseling Process
- Prepare counseling tape using:

  You feel
  You feel because

  Assignment to a peer counselor

copies: Dept. Chairman
Instructor
Learning Laboratory
Student

INSTRUMENTS

Three specific instruments were used to obtain information for later use by the project staff in designing prescriptions for individual students:

1. Holand's Vocational Preference Inventory (VPI)
2. Vocational Opinion Index (VOI)
3. Index of Social Position (ISP)

VOCATIONAL PREFERENCE INVENTORY (VPI)

The Vocational Preference Inventory (VPI) - published by Consulting Psychologists Press - is a personality inventory composed of occupational titles. Complex clusters of personal traits were assessed and yield a broad range of information about the subject's interpersonal relations, interests, values, self-concept, coping behavior and identification. Eleven scales are included: Realistic, Intellectual, Social, Conventional, Enterprising, Artistic, Self-Control, Masculinity, Status, Infrequency and Acquiescence. The last five scales were used by the project staff for individual diagnosis and are, therefore, not used in Table 2 for group data.

The VPI was used for several purposes: (1) an interest inventory, (2) an assessment of personality types, and (3) as a technique to stimulate occupational exploration among college students. Additionally, the VPI had scales that assessed affective dimensions of individual students which were useful in preparing individual prescriptions.

It is suggested that interested individuals refer to the VPI manual for technical information concerning reliability and validity.

VOCATIONAL OPINION INDEX (VOI)

The Vocational Opinion Index (VOI) is a short paper and pencil instrument used to measure an individual's Job Readiness Posture (JRP). JRP is a term used to define an individual's attitudes, perceptions and motivations as they impact on his ability to obtain and maintain a job.

The VOI determined an individual's Job Readiness Posture (JRP) by assessing three psychological dimensions:

1. Attractions to work.
2. Losses associated with obtaining and maintaining a job.
3. Individual barriers to employment.

The VOI consisted of 58 items which were answered in about 20 minutes. It was administered in a group setting and anyone who can read English at the fifth grade level was able to respond meaningfully to all the questions. There are two forms (Forms A and B) of the VOI available in both English and Spanish. There are also A and B forms designed to be used for follow-up once the person has left a training program.

The VOI was used to determine an individual's JRP. For those individuals who do not have a JRP for work, the VOI also provided a diagnosis of the reasons contributing to the individual's classification as a potential non-worker. This diagnostic information was used to develop a remedial prescription to help an individual develop a positive worker posture.

By using the VOI, it was possible for staff to measure an individual's JRP and, when necessary, develop remedial prescriptions to help the individual develop a worker posture during the course of his training program.

The VOI was developed by Associates for Research in Behavior Incorporated, Philadelphia, Pennsylvania.

INDEX OF SOCIAL POSITION (ISP)

The ISP is a two dimensional instrument consisting of two demographic facotrs: (1) years of education of head of household and (2) occupational level of head of household. These two factors are typically used by researchers to obtain individual Social Economic Stature (SES) data. The instrument was modified from other similar SES scales and is included in Appendix "D".

SES data were used in conjunction with other information to add validity to individual prescriptions and to determine to what extent the college population (Wilmington Campus) was homogeneous across technical curricula areas.

DATA ANALYSIS

As data were collected and analyzed, it became apparent that Human Services students did not vary from Business Administration students in terms of socio-economic status. Table 1 defines the perimeters of data indicating no significant differences in the two groups. Admittedly, other technologies should be sampled to determine if any systematic defferences occur in the SES of students.

TABLE 1

A Comparison of Means, Standand Deviations and Standard Errors of Socio-Economic Data for Students in Two Different Technologies

	N	X	SD	SE	T
Human Services Technology	47	50.17	13.2	1.92	
Business Administration Technology	32	46.60	13.2	2.33	
					1.02 NS

It must be pointed out, however, that these data were used on an individual student basis and no attempt was made to generalize beyond the existing population.

TABLE 2

Group Occupational Interest Data From Six VPI Scales

GROUP	N	X Interest Scores on 6 Scales					
		R	I	S	C	E	A
Human Service Technology							
First Year Student	42	3.07	4.18	9.21	3.47	4.02	6.16
Second Year Student	10	3.30	5.90	10.00	3.00	4.80	6.20
Instructional Staff	12	2.91	6.00	8.83	3.41	6.58	8.58
Business Administration Technology	30	3.24	4.32	5.01	5.54	5.19	5.19

Results of the test indicated that there was no significant difference in SES between the two groups. In addition to SES data, other data from the VPI are in Table 2. Means from group data are recorded for each identified group on six (6) occupational interest scales of the instrument. Although this data was used on an individual basis, Table 2 does provide general profile information concerning occupational interests of groups.

Data from the VDI was not collected for group treatment or analysis. Specifically, these data were used on an individual student basis to determine JPR and to develop remedial prescriptions. It was obvious, however, that the majority of high school students did possess attitudes that would prevent them from becoming effective workers.

III

FINDINGS

Introduction

The findings of this investigation indicated that a large number of institutional relationships exist and that a comprehensive research program must be developed to focus on the dependency and interdependency of variables in the community college setting. Only those specific relationships shall be discussed in this chapter that relate to competency-based curriculum design and then only to the extent necessary to interpret the Model's interactive nature.

The Model

Figure 3 was developed to accomplish the first goal of this study: design of a research model defining the interactive nature of systems in a multi-campus community college. Specifically, the model defined sub-systems which influence students in a systematic way; at the same time, these students have a similar input on the total system but moving in the opposite direction. Although the model was hueristic in nature, it did provide direction and a conceptual framework for identifying variables related to the development of competency-based curricula.

Specifically, findings indicated that competency-based curricula must draw more heavily from the affective domain if students are expected to reach their full employment potential.

Systems Approach

The second goal of this study was to develop a systems approach to competency-based curricula which would have college-wide application. Several systems were considered, however, the following design was selected:

1.0 Start
2.0 Establish an institutional curriculum committee
3.0 Preliminary determination of needs and feasibility
4.0 Report results to Board
4.1 Request Board approval for further study and implement planning
5.0 Identify mission and goals
5.1 Write curriculum description
5.2 Determine relationship to existing programs
6.0 Investigate State requirements
7.0 Make job and task analysis
7.1 Write program objectives
7.2 Write program objectives in behavioral terms
8.0 Write course description and objectives

8.1 Develop selected teaching strategies and learning experiences
8.2 Determine list of course requirements
8.3 Write course objectives in behavioral terms
8.4 Write course descriptions
8.5 Outline course content and complete course outline
9.0 Complete curriculum package
10.0 Submit proposal package to institutional curriculum committee (2.0)
11.0 Establish Advisory Committees
12.0 Submit proposed curriculum package to faculty for approval
13.0 Submit proposed curriculum package to administration for approval
14.0 Administration submits proposal to Board for approval
15.0 Prepare catalog changes
16.0 Determine facilities, personnel and budget required
17.0 Determine administrative structure
18.0 Submit final proposal to the Board
19.0 Implement program
19.1 Implement mastery model (See Figure 3)
20.0 Evaluate program

The above systems process required approximately one hundred and eighty days (180) to implement. Findings indicated that the processes described in Figure 4 substantially reduced the number and frequency of problems encountered during the development and implementation of a competency-based program.

Problems

In general, several problems were identified and deserve mention:

1. Most staff members were not interested in programmatic instructional research;

2. Administrative and teaching requirements consumed the major portion of the staff's time and energy;

3. Positive programmatic and instructional changes cannot be achieved at a desirable level with the present status of staff development;

4. Competency-based and individualized instructional program innovations require a flexible administrative structure in order to implement desired changes; and

5. Although a systems approach effectively reduced the number of traditional operational problems, several philosophical, attitudinal and administrative problems remain.

Staff involvement with the systems approach indicated that it was possible for a department chairman and staff members to pinpoint slippages in the system and make appropriate adjustments in a much shorter time frame than had previously been possible. By monitoring the system, it was possible to determine on a day to day basis the extent to which each component was on, ahead or behind schedule.

Task Analysis

It was found that the process of "task analysis" used for Human Service Technology is appropriate for analyzing technologies with a high degree of effective content. However, in terms of competency-based education, the findings indicated that a discrepency existed between the entrance requirements of the "work system" and the exit requirements of the College, i.e., the task analysis indicated that the skill levels required by employers were actually lower than requirements of the College. There were several possible explanations:

1. Human Services Technology curriculum requirements were not based on an accurate task analysis;

2. Task analysis based on an inappropriate job sample;

3. Biased advisory committee;

4. Human Services job requirements were not clearly defined;

5. Human Services Technology was a new program and in a constant state of flux.

DIAGNOSTIC INFORMATION

Although the VPI, VOI and ISP were used as diagnostic instruments for individual students, several specific findings were apparent from the data. Interestingly, one question concerning observed differences in Human Services students as compared to students in the other technology (Business Administration) was answered by an analyses of SES data generated from the ISP. These data indicated that in terms of socio-economic status, there was no significant difference between human services and business administration students who were enrolled at the Wilmington Campus of Delaware Technical and Community College. Therefore, project staff members began to concentrate on other data (VOI, VPI) for clues to observed differences in the behavior pattern of Human Services students as compared to other students in the College.

Index of Social Position

In terms of input for the preparation of an individual student prescription, SES data were not found to be of value by the instructional staff. Although other research literature indicated a relationship between SES and instructional design, no evidence was found in this study to support that point of view.

Vocational Preference Inventory

Data from the Vocational Preference Inventory (VPI) indicated that the Human Services students were highly socially oriented (Table 2). Basically, these students prefer a socially oriented environment and would tend to achieve in a social climate. Individual profiles varied, but it is safe to say that Human Services students in general tended to show a lower level of vocational maturity than did similar students in Business Administration technology, i.e., Business Administration students tended to have flatter profiles indicating a more clearly developed career pattern. On the other hand, profiles of Human Services students indicated a clearly defined social pattern but other strong patterns were also present which indicated varied interests and unclear occupational preferences.

Since it had been determined that Human Services students preferred a social climate, it was decided that for prescription purposes, information concerning the classroom climate established by an individual teacher would be helpful. Therefore, the VPI was administered to teachers who instructed Human Services students. Comparative results indicated that although teaching was classified as a social occupation, teachers on the average tended to be more intellectual and less social than first year human services students. Interestingly, second year human services students tended to more closely resemble their teachers in terms of occupational interests than did first year students.

It is apparent that successful second year human services students resemble their teachers in terms of occupational interests than first year human services students.

For prescriptive purposes, individual student VPI profiles were used along with other data to diagnose learning difficulty and to prepare an appropriate prescription consistent with the Master Model described in Figure 4. Project personnel found the VPI to be a useful prescription tool from the standpoint of identifying an instructional approach consistent with the student's personality and interest.

Indications were that a new role for counselors will be required for the implementation of individual competency-based instruction. The Community College will need to develop diagnostic

centers on each Campus and be staffed with diagnostic specialists (not to be confused with psychologists in type) who can coordinate efforts of counseling and instructional personnel.

Vocational Opinion Index

In addition to socio-economic and occupational interest data, job readiness information was obtained from human services and business administration students. The Vocational Opinion Index (VOI) was used to collect data which defined an individual's attitudes, perception and motivation as they relate to his ability to obtain and maintain a job. The VOI assessed three psychological dimensions: (1) attraction to work; (2) losses associated with obtaining and maintaining a job, and (3) barriers to employment.

It is apparent from the three (3) psychological deminsions cited above that diagnostic data from the VOI were extremely useful in the preparation of prescriptions for those students who were having difficulty in meeting a specific lack of competency in the interviewing and counseling course.

PRESCRIPTIONS

As previously indicated, prescriptions were prepared for individual students who were identified as having difficulty meeting course criteria, e.g., any students in the interviewing and counseling course who could not meet criteria were provided with an opportunity for individual competency-based instruction based on an analysis of individual diagnostic factors. Individual prescriptions were prepared by staff members, and reviewed by the project director, prior to use.

In general, findings indicated that prescription development was an important process for the faculty as well as for remediation of individual student problems connected with meeting performance criteria. These findings tend to support Kim's (1971) earlier findings concerning the prescriptive approach to mastery.

IV

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Generally, the findings of the study indicated that competency-based education (CBE) in an operational form required an inordinant amount of staff time. Evidence further suggested that elements in the affective domain hold the key to accurate diagnosis of individual learning problems as well as to the development of individual prescriptions. Diagnostic instruments designed to assess affective factors had the most utility in terms of generating information applicable to the development of individualized instructional programs.

Basically, the findings of the study implied that human services students attending Delaware Technical and Community College have several unique problems: (1) low self-concept; (2) numerous employment barriers; (3) negative work perception (perceive work as relatively unattractive), and (4) unrealistic levels of career development. Students need to be aware of and actively cultivate a positive value system prior to entering the world of work. This conclusion supports the conceptual notion of Career Education, which stresses the total development of an individual with respect to lifelong occupational intersts and goals.

Human Services Curriculum

Evidence indicated that the human services curriculum tended to attract students who had a composite of educational and career related problems which prevented them from obtaining maximum instructional program benefits. Data from the VOI indicated that many students held work to be of little value and that many barriers to work existed for them. These barriers were either real or imaginary; however, in any case attitudinal results were the same.

It is obvious that these students have needs that are not being met elsewhere by the College; therefore, special consideration must be afforded to them -- not in the cognitive academic sense but rather through reinforcement and experimentally strengthening their self-concepts, vocational maturity, work values and other affective characteristics necessary for career growth.

Competency-Based Curricula

Individual competency-based curricula development efforts focusing on only the cognitive and psychomotor domains will not be successful in the context of a community college with an open admissions policy. Evidence strongly suggests that a new interface between student services and instructional services needs to be developed for the purpose of assessing student characteristics

in the affective domain. Currently, instructional personnel have virtually no information concerning a student's motivational hierarchy. Unless this information becomes available, competency-based individualized instruction cannot become a positive reality.

In addition to affective information concerning student characteristics, another aspect of the same problem was the identification and collection of affective skills required for successful employment in one or more human service job categories.

Operational on-site video-taping of specific human services jobs proved to be a very effective method for obtaining task analysis data concerning required affective skills. These tapes also were valuable to students who were having difficulty in meeting specific performance criteria for the interviewing and counseling course. It must be concluded that the development of competencies in the affective skills area depended on the degree to which "proficient criteria" are identified and operationally defined in behavioral terms.

It is apparent that regardless of the technological area, students must be aware of themselves and aware of their feelings toward work. The notion of "copability" -- the ability to deal with the social and economic forces which impact their lives and their own adult roles, is an entirely important concept for students in terms of their present and future interaction in the "World of Work". Instructional systems focusing solely on cognitive and psychomotor domains will not be viable models for future growth and expansion of competency-based education. Any future systems approach to curricula development must clearly focus on the interfaces among the three domains.

RECOMMENDATIONS

In view of the findings and conclusions of the study, the following recommendations are suggested for further research and for education:

For Further Research

1. It is recommended that this study be replicated using another population in a different geographic location.

2. Existing data or similar data from another population should be analyzed by multiple regression techniques to determine the contributions of predictor variables such as grades, vocational maturity, job satisfaction and employer ratings.

3. Additional studies should be designed to validate existing data concerning the interactive nature of various institutional variables identified in the interactive research model.

For Community College

1. Education Administrative Personnel and Curriculum Planners must recognize the need for inclusion of experience designed to develop the affective characteristics of all students. Courses of study should be designed to accomodate students with various learning styles, work values, career interests and levels of vocational maturity.

2. It is evident that for many students the environmental press of College is inconsistent with their personalities and interests. Competency-based education requires instructional designs which create an environmental press consistent with individual student needs, i.e., if a student has a clearly defined interest in a socially oriented occupation, it is likely that he is the product of a socially dominant environment; therefore, responds in a positive way to instructional designs which are socially oriented and conducted by a teacher possessing a similar set of social characteristics.

3. The results of the study indicated that human services students seemed to be attracted to the curriculum in order to "find" themselves. Actually, these students are exploring career opportunities as well as filling individual needs related to the development of self concepts. Career education needs of students could more adequately be provided for by the development of a Career Clinic on the same campus designed to afford students an opportunity for peer counseling, interviews with industrial and business leaders and synthesized, simulated work experience.

4. Several specific recommendations based on data from this study and directly related to the implementation of individualized competency-based education are listed below:

    a. The working relationship between student services and instructional services must be reevaluated in terms of new demands being placed on the College to serve students with a wide variety of needs.

    b. A diagnostic center staffed with diagnostic and learning specialists must be developed to support instructional service personnel.

Administrationally, the Center must function under the Dean of Instruction and not be controlled by the student services division.

c. A content analysis of affective skills must be obtained through task analyses just as skills in the cognitive and psychomotor domains are derived by the process of job analysis. The importance of these processes cannot be overemphasized with respect to the validity of instructional content in relationship to actual job requirements.

d. If competency-based education is to become a reality, an intensive in-service training program must be designed through faculty and administration cooperation. This program must include on-campus specialists to provide immediate feedback for instructional personnel. Additionally, support courses offered by nearby institutions of higher education are extremely necessary for successful inservice program development.

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Silverman, Joseph. Structuring Job Content Through A Numerical Taxonomy Approach to Task Analysis. Seminar Report: Process and Techniques of Vocational Curriculum Development. Minnesota RCU, Minneapolis, page 90, 1970.

Smith, Brandon B. and Moss, Jerome B. (Editors). Report of a Seminar: Process and Techniques of Vocational Curriculum Development. Minnesota RCU, Minneapolis, page 2, 1970.

APPENDIX "A"

Survey

Name of Agency:

Address:

Telephone #:

Name and position of agency representative completing survey form:

I. Present Use of Staff:

Do you presently employ persons with less than a 4 year college degree to work with people who are having problems?

Yes_____ No_____

If yes:

a. How many?_____

b. What tasks do they perform?
(attach additional sheet if necessary)

c. What are the job qualifications/requirements?
(attach additional sheet if necessary)
(please enclose job description/s)

d. What is the salary range?

e. Do you have any present job openings for persons with less than a 4 year college degree to work with people who are having problems?

How many?

What tasks are expected to be performed?
(attach additional sheet if necessary)

What are the job qualifications/requirements?
(attach additional sheet if necessary; please enclose job description)

What is the salary range?

If No, briefly state why not:

II. Plans for Use of Staff During the Next 1 - 3 Years:

Do you anticipate employing persons with less than a 4 year college degree to work with people who are having problems within the next 1 - 3 years? YES_____NO_____

If Yes:

a. Briefly, what blocks need to be dealt with before the positions become a reality (e.g. funding, etc.)?

b. How many of these jobs do you anticipate opening up during this time period?

c. What tasks do you anticipate these people will be expected to perform?
(attach additional sheet if necessary)

d. What do you anticipate the job qualifications/requirements will be? (attach additional sheet if necessary; please enclose job description if developed)

e. What do you anticipate the salary range will be?

If No, briefly state why not:

III. Is your agency/facility/resource able and willing to provide a practicum (field) placement for a human services student?

YES_____ NO_____

We would like to have further information _____

IV. Is there a member of your agency/facility resource who would be willing to serve in an advisory capacity for this curriculum?

If yes, name:
title:

If no, briefly state reason:

V. We would like to have more information concerning the human services curriculum:

YES_____ NO_____

OVERVIEW OF HUMAN SERVICES SURVEY

1. 315 survey forms were sent. Attached is a complete list of those to whom surveys were sent according to rough categories of service.

2. Of the 315, 3 were returned "moved--not forwardable"--"moved, left no address". Of the remaining 312, 74 resources or 24% responded to the survey. Attached is a complete list of respondents.

3. Analysis of the responses to Sections I and II of the survey are not yet completed.

4. Practicum (Section III)

   42% { 5 or 7% of the respondents marked "yes" to their readiness and willingness to provide a practicum experience.

   42% { 26 or 35% of the respondents marked "yes" to their readiness and willingness to provide a practicum experience and that they desired additional information about the practicum.

   21 or 28% of the resources which responded marked that they desired only information about the practicum.

   8 or 11% of the responses were classified as "Other".

   14 or 19% of the respondents did not respond to this question.

   A complete listing of these responses is attached.

5. Advisory Capacity (Section IV)

   28 or 38% of the respondents identified 1 or more individuals who they would like to serve in an advisory capacity.

   6 or 8% of the respondents gave qualified responses to this question.

   40 or 54% of the respondents did not respond to this question.

   A complete listing of these responses is attached.

SURVEY RETURNS

Moved Not Forwardable - 1) Spanish Information, Consultation & Referral Center, Inc.
2) Delaware Adolescent Program

Moved Left No Address - 3) Job Corps Residential Center

RESPONDENTS

1) Executive Director
Opportunity Center
3030 Bowers Street
Wilmington, Delaware 19899

2) Dorothy Caille, A.C.S.W.
Director of Social Services
Albert Tini, D.O., Medical Director
Riverside Hospital
Lea Blvd. and Franklin Place
Wilmington, Delaware 19802
764-6120

3) John Holden, Pastor
Harrison Street United Methodist Church
Seventh and Harrison Street
Wilmington, Delaware
654-5541

4) Norma Handloff, Executive Director
DARC
Central YMCA
Wilmington, Delaware 19801
571-3435

5) Emily P. Bissell Hospital
3000 Newport Gap Pike
Wilmington, Delaware
998-2223

6) Earl J. Smith, Principal
H. C. Conrad High School
Woodcrest
Wilmington, Delaware
994-4443

7) Bruce deNagy, Supervisor Special Services
Stanton School District
1800 Limestone Road
Wilmington, Delaware
998-1271

8) George H. Timsman, Jrs.,
Superintendent
The Elizabeth W. Murphey School
14 Kings Highway
Dover, Delaware 19901
734-2625

9) Priscilla A. Keller, M.D.
Terry Children's Psychiatric Center
duPont Highway
New Castle, Delaware
421-6695

10) Ms. Doreen O. Kirkland, Exec. Director
Girls Club of Wilmington, Delaware, Inc.
1019 Brown Street
Wilmington, Delaware 19805
656-1697

11) Leon E. Petty, Director
Alcoholism Services
Division of Mental Health
Banton Building
3000 Newport Gap Pike
Wilmington, Delaware 19808
998-0483

12) William T. Wiest, Exec. Director
Delaware Association for Retarded Children, Inc.
Box 1896
Wilmington, Delaware 19899
764-2662

13) James L. Hill, Principal
F. D. Stubbs School
11th and Pine Streets
Wilmington, Delaware
429-7351

14) Ms. Janice L. Lingan, Regional Adm.
New Castle County
Division of Social Services
28th & Thatcher Streets
Wilmington, Delaware 19899
762-6860

15) Alexis I. duPont School District
Greenville, Delaware
658-8065

16) Michael A. Toht, Sen. Serv. Super.
New Castle County Department of
Parks & Recreation
Recreation Division
3300 Faulkland Road
Wilmington, Delaware 19808
998-0120; 998-0121

17) Robert C. Hawkins, Principal
Wallace Wallin School
New Castle Gunning Bedford School Dist.
322-4842

18) Armand L. Freas, Principal
Delcastle Technical High School
1417 Newport Road
Wilmington, Delaware 19804
999-9911

19) Laurence Hopp, Supt. of Schools
DeLaWarr School District
Chore Avenue, Garfield Park
New Castle, Delaware 19720
658-8050

20) Linden Hill Elementary School
3415 Skyline Drive
Wilmington, Delaware 19808
998-1271, Ext. 30

21) Walter Kabis, Principal
Charles W. Bush School
Alfred I. duPont Spec. School Dist.
Whitby Drive, Sharpley
Wilmington, Delaware 19803
478-5000

22) Pat Cieszynski - Group Home Counselor
Ann Figura - Chief of Group Homes
Division of Juvenile Corrections
1612 Sycamore Street
Wilmington, Delaware
655-9217

23) Samuel Lewis, Principal
Highlands Community School
2100 Gilpin Avenue
Wilmington, Delaware
429-7467

24) Mrs. Linda O. McGuire, Admin. Intern
John G. Leach School
Landers Lane
New Castle, Delaware
658-8050, Ext. 209

25) Gary L. Wirt, Director
Herman J. Bennett Half-Way House
911 North Franklin Street
Wilmington, Delaware
571-3220

26) W. L. Hunsinger, Principal
Richardson Park Jr. High School
Idella Avenue
Wilmington, Delaware 19804
994-1444

27) T. Edwin Conrad, Principal
Stanton School District
Stanton Jr. High School
1800 Limestone Road
Wilmington, Delaware 19804
998-1271

28) Mr. Jack H. Vinokur, Director of
Special Programs
Mt. Pleasant School District
Washington Street Ext. & Marsh Road
Wilmington, Delaware 19809
762-6110

29) John C. Carney, Director
Dept. Child Development, Guidance &
Programs for Exec. Children
Wilmington Public Schools
1400 Washington Street
Wilmington, Delaware 429-7405

30) Francis J. Herron, Supervisor
Work Education Release
38 Todds Lane
Wilmington, Delaware 764-1225

31) John E. Curran, Chairman
Counseling Staff
Brandywine High School
1400 Foulk Road
Wilmington, Delaware 19803
478-5000; Ext. 251, 2, 3

32) D. Hugh Ferguson, Principal
Central Middle School
Academy Street
Newark, Delaware 19711
731-2115

33) Donald Davis, Assistant Superintendent
for Treatment
Delaware Correctional Center
Division of Adult Corrections
P. O. Box 500
Smyrna, Delaware
653-9261

34) Dr. John Auletto, Director
Student Services
Newark School District
83 East Main Street
Newark, Delaware 19711
731-2232

35) Forwood Junior High School
2000 Westminster Drive
Wilmington, Delaware 19810
478-5000

36) City of Newark, Dept. of H.S.
P. O. Box 390
Newark, Delaware 19711
368-2581, Ext. 39

37) Kenneth W. Kern, II
Kent General Hospital, Inc.
640 South State Street
Dover, Delaware 19901
734-4701

38) Jack D. Graybeal, Principal
William Penn High School
Basin Road
New Castle, Delaware
328-6271

39) Mrs. Margaret C. Milne, ACSW
Psychiatric Social Serv. Dir.
Delaware State Hospital
New Castle, Delaware 19720
421-6011

40) George A. Reddish, Training Officer
Division of Adult Corrections
P. O. Box 343
Smyrna, Delaware
678-4540

41) Leon R. Witt, Director
Service to Military Families
American Red Cross
Delaware Chapter
910 Gilpin Avenue
Box 831
Wilmington, Delaware 19899
655-3341

42) Child Diagnostic and Devel. Clinic
of the Alfred I. duPont Institute
P. O. Box 269
Wilmington, Delaware 19899
571-1000

43) Mrs. Dianne Nichols, Exec. Director
Newark Day Nursery Assoc., Inc.
292 W. Main Street
Newark, Delaware 19711
731-4925

44) Henry M. Brader, Principal
West Park Place Elementary School
193 West Park Place
Newark, Delaware 19711
731-2177

45) Louis A. Masci
State WIN Coordinator
Division of Employment Service.
Work Incentive Program
205 W. 14th Street
Wilmington, Delaware 19801
571-2912

46) Division of Juvenile Corrections

47) Michael Simmons, Principal
Krebs Jr. High
234 N. James Street
Newport, Wilmington, Delaware 19804
998-0422

48) Msgr. Thomas J. Reese, Exec. Dir.
Catholic Social Services
1200 N. Broom Street
Wilmington, Delaware
655-9624

49) William B. Merril, Director
Division of Drug Abuse Control
3000 Newport Gap Pike
Wilmington, Delaware 19808
998-0529

50) Gertrude H. Joluirare, Exec. Director
Newark Senior Center, Inc.
300 E. Main Street
Newark, Delaware 19711
737-5747

51) Robert H. Cooper, Director
Chi drens Home, Inc.
2901 Green Street
Claymont, Delaware 19703
798-0601

52) Harmon R. Carey, Executive Director
Assoc. of Greater Wilm. Neighborhood
Centers, Inc.
103 W. 7th Street
Wilmington, Delaware 19801
654-6181

53) Dale Gravett, Administrative Spec.
Resident Services
Wilmington Housing Authority
300 Delaware Avenue
P. O. Box 1105
Wilmington, Delaware 19899
655-7502

54) Beverly Barnett
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571-2214

55) Wm. F. Cooke, Jr., Principal
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Conrad Area School District
105 E. Highland Avenue
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998-3314

56) Veterans Administration Center
1601 Kirkwood Highway
Wilmington, Delaware 19805
994-2511

57) Mr. Robert Weaver, Executive Director
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809 Washington Street
Wilmington, Delaware 19801
654-5303

58) Emily P. Bissell Hospital
3000 Newport Gap Pike
Wilmington, Delaware
994-6586

59) Ron A. Strawley, Chief of Aftercare Program
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922 New Road
Elsmere, Delaware
999-0956

60) Arthur S. Benson, Director, Employment
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801 West Street
Wilmington, Delaware 19899
571-2710

61) G. O. Molock, Principal
Mary C. I. Williams Community School
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Wilmington, Delaware
429-7541

62) Richard F. Gays, Administrative Assistant
Sterck School for the Hearing Impaired
Chestnut Hill Road & Cherokee Drive
Newark, Delaware 19711
731-2301

63) No Name - Resource Not Identified

64) Charles T. Watkins, Jr.
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P. O. Box 309
Wilmington, Delaware 19899
762-6860

65) Dr. Owen Lugar
Delaware Curative Workshop, Inc.
1600 Washington Street
Wilmington, Delaware 19802
656-2521

66) William H. Greve
Personnel Director
Division of Public Health
Jesse S. Cooper Building
Dover, Delaware 19901
678-4769

67) Robert Ravelle, Administrative Chief
Model Cities Program
511 W. 8th Street
Wilmington, Delaware 19801

68) Division of State Service Centers
E. P. Bissell Hospital
Bldg. F.
3000 Newport Gap Pike
Wilmington, Delaware
421-6591

69) Ana Gispert, Superintendent
Womens Correctional Institution
Greenbank Road
Wilmington, Delaware
994-5152

70) Oliver W. Casson, Chairman
State of Delaware Board of Parole
1208 King Street
Wilmington, Delaware 19801
658-9251

71) Richard E. Samworth
Manpower Utilization Specialist
Vocational Rehabilitation Division
1500 Shallcross Avenue
Wilmington, Delaware
571-2865

72) Brandywine Springs School
2916 Duncan Road
Wilmington, Delaware 19808
994-0988

73) Christiana High School
Salem Church Road
Newark, Delaware 19711
731-2123

74) John Gray, Principal
Shipley Elementary School
2723 Shipley Road
Wilmington, Delaware
478-5000, Ext. 282

75) Harold L. Springer III
Assistant Executive Director
Children's Beach House
701 Shipley Street
Wilmington, Delaware 19801
655-4288

SURVEY RESULTS

III. Human Service Resources Able and Willing to Provide A Practicum (Field) Placement For A Human Services Student:

A. YES:
1. Terry Children's Psychiatric Center
2. Forwood Jr. High School
3. American Red Cross
4. Brandywine Springs School
5. Division of Juvenile Corrections--Community Based Services

B. YES and would also like additional information about the practicum:
1. Wilmington Public Schools
2. Mt. Pleasant School District--if study of curriculum meets approval
3. Richardson Park School
4. Division of Juvenile Corrections--Group Homes
5. Charles W. Bush School
6. DeLaWarr School District
7. Wallace Wallin School--if it would help meet a particular need of the school
8. New Castle County Department of Parks and Recreation--"a broadly based practicum of which interviewing, home visits would be a small part".
9. Alcoholic Services--Division of Mental Health
10. Stanton School District--if no fees or salary are required
11. Emily Bissell Hospital
12. Opportunity Center
13. Central Middle School
14. City of Newark; Department of Human Services
15. William Penn High School
16. Division of Drug Abuse
17. Catholic Social Services
18. Riverside Hospital
19. Division of Adult Corrections
20. Division of Juvenile Corrections
21. Family Court of the State of Delaware
22. Richey Elementary School (Teacher-aide)
23. Wilmington Housing Authority
24. Division of State Service Centers
25. Women's Correctional Institution
26. Sterck School for the Hearing Impaired

C. Request More Information Re: Practicum
1. Alexis I. duPont School District
2. F. D. Stubbs School
3. Girls Club
4. Murphey School

Survey Results

C. Request More Information (Continued)
5. Conrad High School
6. Harrison Street United Methodist Church
7. Brandywine High School
8. Newark School District
9. Kent General Hospital
10. Newark Senior Center
11. Child Diagnostic and Development Center
12. Veteran's Administration Hospital
13. Emily Bissell Hospital
14. Division of Social Services
15. Delaware Curative Workshop
16. Division of Public Health
17. Division of Vocational Rehabilitation
18. Shipley Elementary School
19. Children's Beach House
20. Christiana High School
21. Un-named response

D. Other
1. Stanton Jr. High School--not within principal's jurisdiction of decision
2. Bennett Half-Way House--possibly interested--would like more information
3. John G. Leach School--possibly interested--would like more information
4. Highlands Community School--decision would need to be made at a higher level
5. Linden Hill Elementary School--contact district office
6. Division of Social Services--only if additional supervisory personnel are granted to the county operations unit
7. Delaware State Hospital--"Our facility does provide a practicum field placement for University of Delaware students in their Junior or Senior years. We have accepted very mature and exceptionally academically high students during the Winterim programs of a few high schools. This has to be very carefully planned in advance as our professionally qualified staff are already burdened with high caseloads and varying responsibilities. This would have to be approved by the Administration after all information has been presented."

8. Delaware Correctional Center--"We have taken field placements in the past for 6 week periods from the University of Delaware as part of their field placement section of their Criminal Justice Program. We would do the same with any other students. One note of caution--we have no M.S.W. people here and some programs require this."

Survey Results

IV. Is there a member of your agency/faciltiy/resource who would be willing to serve in an advisory capacity for this curriculum?

A. Yes:

1. Willard L. Hunsinger, Principal, Richardson Park Jr. High School
2. Walter Kabis, Principal, Charles W. Bush School
3. Mrs. Joy Jones, Psychologist, Dr. Ann Houseman, Reading Specialist and Teacher Educator
4. Joseph Allmond, Administrative Assistant, Alcoholic Services--Division of Mental Health
5. Mrs. Kathleen Berling, Director of the Mary C. Dennison Girls Club
6. Bruce deNagy, Supervisor Special Services, Stanton School District
7. Mr. Charles Thompson, Driector Social Services, Emily Bissell Hospital
8. Robert Lennon, Program/Job Development Coordinator
9. Francis J. Herron, Supervisor Work Education Release Center
10. John F. Curren, Chairman Counseling Staff, Brandywine High School
11. Leslie Morrill/Gregory Baldwin, Special Resource Teachers, Central Middle Schools
12. Eugene Wank, Visiting Teacher, Newark School District
13. David B. Figzgerald III, Director of Human Services, Newark, Delaware
14. Mr. Dale Bunting, ACSW, Psychiatric Social Work Supervisor, Delaware State Hospital
15. William D. Davis, Management Analyst, Division of Drug Abuse
16. Ms. Margaret Magee, Chief, Family Services, Catholic Social Services
17. Albert Tini, D.O., Medical Director, Riverside Hospital
18. Fred A. Stonesifer, Ph.D., Chief Psychologist, Child Diagnostic and Development Center
19. George A. Reddish, Training Officer, Division of Adult Corrections
20. Leon R. Witt, Director, SMF, American Red Cross
21. Frederick S. Kessler, State Development Officer, Division of Juvenile Corrections
22. Elwood Roberts, ACSW, Chief, Social Work Service, V.A. Hospital
23. Mrs. Josephine Finnell, State Development Officer, Division of Social Services

Survey Results

A. Yes (Continued)

24. Miss Rose Zappala, Assistant to the Executive Director, Delaware Curative Workshop, Inc.
25. Mr. Richard Vehslage, Medical Social Work Consultant Chief, Division of Public Health, "Dr. Evelyn Orton, Sussex County Health Unit, currently a member of the Curriculum Advisory Committee for the Human Services Associate Program"
26. Dorothy Deputy, School Nurse and Chairman Child Study Team, Shipley Elementary School
27. Dr. James Campbell, Associate Principal, Christiana High School
28. Marie Weil, Deputy Director for Special Program, Dale Gravett, Administrative Specialist II, Wilmington Housing Authority

B. Other

1. Correctional Center--contact Paul Keve
2. Roy K. Holcomb, Director, Sterck School for the Hearing Impaired (if time is available)
3. Vocational Rehabilitation Division--"Possibly. Please provide additional information and I shall contact several possible people."
4. Gary L. Wirt, Director, Herman J. Bennett, Half-Way House, "Possibly"
5. Priscilla A. Keeler, M.D., Director, Terry Children's Psychiatric Center--"If time permits"
6. John Holden, Pastor, Harrison Street Methodist Church--"Possibly"

V. We would like to have more information concerning the Human Services Curriculum:

1. Wilmington Public School System
2. Mt. Pleasant School District
3. Richardson Park Jr. High School
4. John Leach School
5. Highlands Community School
6. Division of Juvenile Corrections--Group Homes
7. Charles W. Bush School
8. DeLaWarr School District
9. Delcastle Technical High School
10. Wallace Wallin School
11. New Castle County Department of Parks and Recreation (for distribution to staff)
12. Alexis I. duPont School District

Survey Results

V. (continued)

13. F. D. Stubbs School
14. Alcoholic Services--Division of Mental Health
15. Girls Club
16. Terry Children's Psychiatric Center
17. Murphy School
18. Stanton School District
19. Conrad High School
20. Bissell Hospital
21. Harrison Street Methodist Church
22. Opportunity Center
23. Work Education Release Center
24. Brandywine High School
25. Central Middle School
26. Newark School District
27. City of Newark--Department of Human Services
28. Kent General Hospital
29. William Penn High School
30. Association of Greater Wilmington Neighborhood Centers, Inc.
31. Newark Senior Center, Inc.
32. Children's Home, Inc.
33. Division of Drug Abuse
34. Catholic Social Services
35. Krebs Jr. High School
36. Division of Adult Corrections
37. Riverside Hospital
38. Child Diagnostic and Development Center
39. American Red Cross
40. Division of Juvenile Corrections
41. Division of Employment Services
42. Family Court of the State of Delaware
43. V.A. Hospital
44. Emily Bissell Hospital
45. Richey Elementary School
46. Wilmington Housing Authority
47. Delaware Curative Workshop
48. Division of Public Health
49. Division of State Service Centers
50. Women's Correctional Institution
51. Vocational Rehabilitation Division
52. Shipley Elementary School
53. Children's Beach House
54. Christiana High School
55. Sterck School for the Hearing Impaired
56. Department of Labor
57. Delaware State Hospital
58. Nameless Return

APPENDIX "B"

PURPOSE OF HUMAN SERVICES TECHNOLOGY

1. It is the expressed purpose of the Human Service curriculum to provide two year academic training program for the citizens of the State of Delaware in the field (Human Services) with a built in exit for academic certification upon completion of one year (45 approved academic credits).

2. To develop an academic training program, which will prepare students to transfer to an accredited four year institution in the fields of Human Services of Social Work.

MISSION OF HUMAN SERVICES TECHNOLOGY

1. To train two year persons who meet established qualifications for a two year associate of sciences degree in Human Services.

2. To structure a two year competency-based training program geared to the successful attainment of Human Services related skills.

3. To prepare Human Service graduates for placement in appropriate meaningful employment.

GOAL OF HUMAN SERVICES TECHNOLOGY

We believe that the Human Services Associate should be a person of an existential posture, who feels a positive responsibility to mankind, and who assumes a helping egalitarian attitude in his efforts to act as an advocate for human rights and human welfare.

CHARACTER OF GENERAL STUDENT POPULATION IN HUMAN SERVICES

1. Recent high school graduate (or equivalent) with an expressed interest or preference for Human Services.

2. Mature persons seeking a second career, who have identified a need to make a more positive contribution to society.

3. Persons presently in the field of Human Services, who wish to obtain academic certification and/or upgrade their potential Human Services work skills.

Special Note:

Because of the inaugural status of Human Services training programs nationwide, it may be necessary to speak to issues related to what a Human Services student should not be.

1. A Human Services student should not be one "who believes that the program represents easy courses, with a minimum of work for a maximum of credit."*

2. A Human Services student should not be one who is generally seeking a liberal arts course of study.

*Swift, Joan. Human Service Course Program and The Community College. American Association of Junior Colleges. Washington 1971.

Human Services Curriculum Objectives

Conceptual Skills

I. Human Behavior

A. Principles of Child Development

Comprehends:

1. major principles of the development theories of Freud, Piaget, and Erikson.
2. at a beginning level the impact of genetics and prebirth experience on the human infant.
3. major aspects of physical development states in childhood.
4. at a beginning level the impact of socio-cultural factors on development.
5. basic stages of language development.
6. basic principles of personality development in preschool children.
7. some of the problems of adjustment faced by children in middle childhood.

B. Principles of Adolescent Development

Comprehends:

1. the concept of adolescence as an historical and socio-cultural phenomenon.
2. the relationship between self-concept and physical development.
3. the major characteristics of an emotionally healthy and an emotionally disturbed adolescent.
4. the concept of morality as a developmental feature of adolescence.
5. the developmental nature of sex roles in adolescence.
6. some of the different influences of family life and peer groups on the adolescent.
7. some causes of alienation in adolescents and resulting behavior patterns.

C. Principles of Maturity and Aging

Comprehends:

1. basic principles of the life cycle concept.
2. major theories of psychosocial processes in adulthood.
3. basic differences in psychosexual development and behavior between men and women.

C. Principles of Maturity and Aging (continued)

4. some of the stresses and problems caused by retirement.
5. basic biological and intellectual aspects of aging.
6. at a beginning level the psychological process of dying.
7. specific developmental tasks and problems of the aged.

D. Principles of Psychology

Comprehends:

1. basic historical facets of psychology as a behavioral science.
2. elementary functions of the brain and nervous system.
3. basic principles of conditioning and learning theory.
4. basic principles of testing and measurements in psychology, specifically intelligence testing.
5. major theoretical concepts of group behavior.
6. basic principles of human emotion and motivation.
7. causes of conflict, frustration and stress, and resulting behaviors.

E. Principles of Humanistic Psychology

Comprehends:

1. the major theoretical concepts of humanism and existentialism.
2. the relationship of motivation and overt human behavior.
3. the principles of reality therapy and client-centered therapy.
4. the socio-cultural concept of work.
5. the process of identity formation.
6. the process of self-actualization.
7. the human need for self-transcendance and the recreating function of human love.

II. Social Organization

A. Principles of Sociology

Comprehends:

1. the function of sociology as a science.
2. the process of socialization.
3. basic patterns of social interaction.

A. Principles of Sociology (continued)

4. the meaning of culture and society.
5. the social function of primary groups.
6. concept of social stratification.
7. the social function of organiations.
8. basic theories of collective behavior.

B. Social Problems

Comprehends

1. the social function of change.
2. the changing role of the family in American society.
3. some of the causes of racism and poverty in American society.
4. patterns of change in sex roles.
5. the social function of deviant behavior.
6. basic causes of anti-social behavior.
7. the social function of aggression and violence.
8. the principle of partialization.

C. Economic Organization of Society

Comprehends:

1. the function of Gross National Product.
2. the circularity and interdependence of the economic sectors.
3. specific function of each economic sector.
4. the multiplier and accelerator principles.
5. at a beginning level the interaction of fiscal and monetary policy.
6. some of the basic causes for recession and inflation.
7. some of the economic conditions leading to unemployment and underemployment.

D. Political Science

Comprehends:

1. at a beginning level the process of acquiring and using political power in American society.
2. the constitutional basis for governmental organization at the federal, state, and local levels.
3. basic decision-making processes in the executive, legislative, and judicial branches of government.
4. political organization and distribution of power in the State of Delaware.
5. basic patterns of voter behavior.

E. Community Organization

Comprehends:

1. the function and process of community organization and development.
2. the method of and principles underlying the development of a procon analysis of a social problem.
3. the method of case observation, recording, and presentation relative to Community Organization and Development.
4. the definition of Community Organization and Development.
5. the significance in Community Organization and Development of function, process, structure, time phases, and diagnosis or identification.
6. the strategies for conducting, facilitating and involving people in organized meetings.
7. the significance of agency sanction, function, and structure.

F. Community Resources

1. Knows the major features of the historical development of the social welfare system.
2. Comprehends the basic organization of and types of services provided by human service agencies in Delaware.
3. Knows the major provisions of the Social Security Act, Economic Opportunity Act, and proposed legislation in health care and income security.
4. Comprehends commitment and adoption procedures in the State of Delaware.
5. Comprehends organization and function of Family Court.
6. Offers suggestions on ways to improve human services programs, a specific service area.

G. Program Leadership Skills

Comprehends:

1. the planning sequence of a social service program.
2. major characteristics of eight management styles and relates them to appropriate simulated situations.
3. basic principles of budget discipline.
4. and uses at a beginning level personnel selection procedures.
5. and is familiar with various forms used to process work in an agency.
6. and demonstrates the ability to utilize time efficiently and understanding of time and calendar functions.

G. Program Leadership Skills (continued)

7. Using a compound interest table, is able to calculate simple and compound interest.

8. and maintains elementary level tax and banking records.
9. the use of measures of central tendency and dispersion in social science research.

Human Services Curriculum

Technical Skills

I. Ability to verbalize and communicate feelings, ideas

A. Observation of another person

1. Looks at person's physical characteristics.
2. Notes person's dress.
3. Notes person's movements and posture.

B. Listening to another person

1. Hears the other person's words.
2. Listens for the feelings behind those words.
3. Hears what is not being said in words but in body language.

C. Verbalization

1. Speaks clearly and slowly.
2. Uses simple language.
3. Looks at the other person while speaking.

II. Ability to communicate agency policies and procedures

A. Knowledge of Agency Procedures

1. Obtains accurate information on agency policies and procedures.
2. Maintains an up-to-date notebook of information on agency policy.
3. Knows basic characteristics of the client population served.

B. In-agency Functioning

1. Understands the function and service role of own agency.
2. Uses the referral process when necessary.
3. Comprehends the ethics of intervention.
4. Has a beginning understanding of the responsibilities of change agentry and professionalism.

C. Record Keeping

1. Maintains a notebook of standard forms used by the agency.
2. Uses correct form for each specific procedure.
3. Updates notebook by discarding old forms and replacing them with new ones.

D. Record Keeping Procedure

1. Writes clearly in ink, using pencil only for informal note-taking.
2. Checks all mathematical figures, dates, times for accuracy.
3. Uses dictionary to check spelling and double checks with clients for accurate names, addresses and phone numbers.

E. Log Book Maintenance

1. Maintains a daily log summarizing day's interviews and counseling sessions, meetings.
2. Keeps log in a notebook written in ink or typewritten.
3. Orders log book page to include name of client, date of interview or counseling session, short summary of session including any action decided upon or begun in behalf of the client.

F. Use of the Telephone

1. Begins call by stating name and agency connection.
2. States the reason for the call clearly and briefly in a pleasant tone of voice.
3. Thanks the person called for his help and terminates the call politely.

G. Telephone Message Taking

1. Answers the phone with a greeting, then states the name of the agency and own name.
2. Transfers a call by the appropriate mechanical method or takes a message, being careful to record the caller's name, affiliation, and phone number.
3. Thanks the person for calling and relays the message in writing.

III. Job Readiness Skills

A. Positive Work Attitudes

1. Sees job as an opportunity to use and improve skills.
2. Sees working as a way of becoming independent.
3. Sees job as a framework for self-development.
4. Recognizes specific barriers to getting and holding a job, but actively works to overcome those barriers.

B. Is able to work under supervision

1. Checks with supervisor for instructions at the beginning of the work day.
2. Accepts criticism of job performance.
3. Seeks help in improving skills.

C. Basic job holding skills

1. Is on time for work and appointments.
2. Uses appropriate agency procedures.
3. Turns in work on time and in the required format.

IV. Problem Solving

A. Problem Identification

1. With client or client group identifies problem requiring help.
2. States the problem clearly.
3. Collects data concerning client or client group.

B. Problem Resolution

1. Sorts relevant from irrelevant information.
2. With client or client group decides on a solution.
3. Explores ways of reaching the solution.
4. Contracts a commitment with the client or client group.

C. Evaluation

1. Collects information concerning client progress.
2. If the client is not making progress, seeks to reaffirm the commitment or to identify other methods.
3. Keeps accurate records of client's progress.
4. Ends the relationship when client feels able to function independently.

V. Meeting Participation and Leadership

A. Rules of Order

1. Understands rules for participation.
2. Comprehends rules for organizing a meeting.
3. Understands rules for conducting a meeting.

Human Services Curriculum

Technical Skills

I. Techniques of Interviewing

A. Reception

1. Meets the helpee at the door or reception area.
2. Extends to him a formal greeting.
3. Transmits a feeling of respect and positive regard through a firm handshake or a warm smile.
4. Seats the helpee in a comfortable chair where direct eye contact is easily accessible.
5. Seats self in a position directly adjacent to the client.
6. Sits in an "open" stance
7. Leans slightly forward and looks directly at the helpee.

B. Initiation of Interview

1. Begins the verbal exchange of information by telling the helpee exactly who he is and what his function is.
2. Speaks slowly and commandingly as he defines for the helpee (1) the nature and scope of his agency, (2) his personal function, (3) and the ways in which he expects to be appropriately helpful to him.

C. Interview

1. Elicits from the helpee as much information as may be necessary to carry out the positive functions of his agency task.
2. Reiterates for the helpee how he intends to use the information.
3. Outlines personal policy or the agency's policy on the confidential nature of shared information. This serves to alleviate unnecessary client anxiety concerning who will have access to his file.
4. Extends the helpee the opportunity to ask questions.
5. Answers the helpee's questions clearly and honestly.

D. Termination of Interview

1. Sets the timeframe and/or parameters for the next meeting. Outlines what he expects to accomplish and outlines tasks that the helpee is expected to complete.
2. Thanks the helpee for his participation and com-

municates a feeling of positive regard via a warm smile and/or a firm handshake.

3. Escorts the helpee to the door or reception area.
4. Upon completion of the interview, returns to work area and "processes" the events that have just transpired.

II. Techniques of Counseling

A. Problem Identification

1. Upon the successful completion of the interview procedure, begins the inaugural stages of the counseling process.
2. Reaffirms the positive caring atmosphere essential to the helping process by quietly encouraging the helpee to talk about his problems.
3. Sits erect and listens attentively as the helpee struggles to explain his plight. Is careful not to transmit any personal value judgments through facial expressions.
4. As the helpee completes each expression of an idea or a group of ideas, responds to him/her in descriptive feeling oriented adjectives that attempt to capture the essence of how he/she feels about the idea or ideas expressed. Structures response in the form of a declarative statement.
5. Each helper response should attempt to reflect the essential conditions related to <u>empathy</u> (objective understanding) with feeling <u>respect</u> (positive caring) and <u>concreteness</u> (being as specific as possible in response to the helpee's expressions).
6. The willingness of the helpee to explore himself is based on the helper's ability to be specific in his response to the helpee. As the helper becomes more specific in his response to the helpee, the helpee will begin to volunteer pertinent and meaningful information that reflects helpee self-exploration. A typical helpee response might be: "I guess Mom is not so unreasonable after all. Some of the things I want to do are a little dangerous. I never looked at her side of the picture before."
7. As the helpee begins to self-explore the helper responds to the helpee's expressions in a reflective manner emphasizing feeling and content. Additionally, the helper begins to <u>define</u> for the helpee the meaning of his expressions and <u>interpret</u> for the helpee the implications of his expression. A typical helper

response at this level might be: "What I really hear you saying is that you feel reassured (feeling) because you realize that your Mom is genuinely concerned about your safety (content/definition). I suppose good mothers everywhere are concerned about the well being of their children, especially their female children." (interpretation)

8. As the helpee begins to understand the complications of his problem situation, the helper exhibits high levels of genuiness (being constructively "real"), immediacy (dealing with what is happening in the present between the helpee and the helper and confrontation (pointing out any distortion in the helpee's expressions).
9. When it becomes apparent that the helper has gained a minimal level of insight into the problem situation, the helper then begins a joint effort in conjunction with the helpee to develop positive means to resolve the problem.

B. Problem Resolution

1. The problem resolution phase of the counseling process is centered around formalizing a plan of action or writing a prescription for effective living. The resolution of the problem follows the following procedure:

   A. States the problem clearly.
   B. Decides on a positive solution.
   C. Explores avenues for achieving the solution--alternative solutions-consequences.
   D. Contracts a commitment to follow a course of action.
   E. Explores ways of evaluating progress.

***In developing the course of action, the helper is encouraged to (1) observe the helpee closely throughout the procedure, (2) clarify any ambiguous of unclear directives and to (3) provide concise feedback to helpee inquiries.

2. Summarizes for the helpee the major concerns that have been discussed throughout the entire helping process. Answers any questions that the helpee may have openly and honestly asked.
3. Reaffirms the positive caring atmosphere of the helping process by encouraging the helpee to follow the prescribed course of action. In a sincere but commanding voice, assures him/her of his total support.

C. Counseling Process Termination

1. Thanks the client for his/her open participation and communicates a feeling of positive regard via a warm smile and/or a firm handshake.
2. Escorts the helpee to the door or reception area.

D. Supplemental Procedure

1. At the end of each counseling session, returns to work area to "process" the events that have transpired. Leaves nothing to memory.
2. At the end of the final counseling session constructs a memo addressed to the helpee. In this memo outlines for the helpee the agreement that was jointly reached as a consequence of the counseling process. Reiterates the steps or procedures that were outlined to resolve the problem. Makes at least four copies of this memo. One copy for the helpee, one for personal file, one for the agency file, and one copy for the supervisor.

Human Services Curriculum

Oral Communication Skills

I. Masters Vocabulary

- A. General
- B. Technical

II. Analyzes and Synthesizes Oral and Printed Materials

III. Identifies the Necessity of Effective Communications

IV. Identifies the Levels of Usage

- A. Common
- B. Literary
- C. Technical
- D. Colloquial
- E. Slang
- F. Illiterate

V. Identifies the Determinants of Speech

- A. Culture
- B. Skills
- C. Perceptions

VI. Demonstrates the Conveyance of Feelings and Understandings

- A. Facial Expressions
- B. Eye Contact
- C. Posture
- D. Vocalization
- E. Gestures

VII. Demonstrates He can ask Effective Questions

- A. Avoids vague and ambiguous questions.
- B. Avoids loaded and leading questions.

Reading and Study Skills

I. Analyzes a Paragraph for

- A. Main ideas
- B. Inference
- C. Details
- D. Conclusion
- E. Facts
- F. Opinions
- G. Assumptions

II. Demonstrates Ability to Take Examinations

- A. Multiple Choice
- B. True and False
- C. Essay

III. Reads for Study and Information

- A. Follows directions
- B. Uses parts of textbooks
- C. Makes notes and comments
- D. Uses footnotes and bibliographies
- E. Previews and skims

IV. Reads with Speed and Comprehension to

- A. 70% comprehension at 380 words per minute

V. Reads Critically for

- A. Analogies
- B. Reasoning and judgment
- C. Opinions and facts

Written Communications Skills

I. Uses Dictionary to Check Spelling and Word Usage

- A. Unabridged
- B. Abridged
- C. Thesaurus

II. Uses Grammar Rules

- A. ie--ei
- B. Prefixes--suffixes
- C. Plurals of nouns
- D. Words frequently misspelled
- E. Words frequently confused

III. Uses Parts of Speech

- A. Nouns
- B. Pronouns
- C. Verbs
- D. Adjectives
- E. Adverbs
- F. Conjunctions
- G. Prepositions
- H. Verbals

IV. Identifes Elements of Sentence

- A. Verbs
- B. Subjects
- C. Objects
- D. Phrases
- E. Clauses

V. Identifies Kinds of Sentences

- A. Simple
- B. Compound
- C. Complex
- D. Compound-Complex

VI. Avoids Sentence Faults

- A. Fragments
- B. Comma splice
- C. Faulty agreement
- D. Shifts
- E. Dangling construction

VII. Uses Various Forms

A. Comma
B. Semicolon
C. Colon
D. Period
E. Question mark
F. Exclamation point
G. Parentheses
H. Brackets
I. Quotation marks
J. Hyphen
K. Caret

VIII. Demonstrates in Writing Knowledge of Use of

A. Topic sentence
B. Introduction
C. Body
D. Conclusion

IX. Demonstrates in Writing Essential Elements of Style

A. Unity
B. Coherence
C. Emphasis

X. Demonstrates Knowledge of Modes of Paragraph Development

A. Detail
B. Illustration
C. Comparison
D. Contrast
E. Elimination
F. Question
G. Combination

XI. Writes Personnel and Administrative Reports

A. Personal resume
B. Interview reports

XII. Applies Technical Research Skills

A. Chooses topics
B. Collects information

1. Library sources
2. Technical publications
3. Office files
4. Data banks

C. Quotes and takes notes
D. Outlines
E. Evaluates sources
F. Makes footnotes and bibliographies

XIII. Writes Business Letters

A. Letters of Inquiry
B. Letters of Application

Human Services Curriculum

Affective Skills: Evaluation Criteria

I. Control of Biases and Emotions

A. In a group setting

1. Listens patiently to others' ideas
Does when appropriate:

sit or stand quietly in an attitude of attention
look at the person speaking
take notes on what is being said
summarize briefly what the other has said before speaking own opinion

Does not:

talk while others are talking
interrupt anothers' speech
slouch or shift restlessly while another person is talking

2. Verbalizes own ideas objectively without undue emotion
Does when appropriate:

participate in class discussions without embarassment and without using defense mechanisms of projection, reaction formation, rationalization.
offer ideas as possible considerations
speak clearly and slowly
if the situation calls for it, verbalize an emotion as well as an idea

Does not:

express an emotion using loud tones, excessive body movements
attach another person on the basis of sex, ethnic background or belief
consistently discuss ideas solely on the basis of self or personal opinion

3. Encourages others to participate in a discussion
Does:

ask others to express ideas

wait to hear another opinion through to its conclusion
become willing to have silence rather than to move too quickly to shut off discussion

Does not:

turn his back on any group member
frown at a speaker or indicate disapproval before the speaker is finished

4. Avoids negative references to another person's personal characteristics, ethnic background or socioeconomic level

Does:

speak respectfully of specific beliefs, heroes, cultural habits of specific ethnic groups if the opportunity arises
use the correct ethnic term for a person rather than a slang or prejudicial word, such as "Black" as opposed to "Negro" or "Woman" as opposed to "Broad"

Does not:

use ethnic jokes in public or in the company of those whom the job might injure
criticize openly the beliefs or mores of a specific group through personally in disagreement with those beliefs or mores.

5. Extends courtesy to all persons

Does:

in a work situation, address all persons by their proper names, including the use of Mr., Ms., Mrs., or Miss unless requested to use first names
help others with coats
when appropriate, offer a chair to a person entering a room and include him in a conversation
use words of courtesy such as please, thank you when appropriate
greet and chat with clients, visitors and acquaintances in the educational and agency setting

Does not:

avoid speaking to any person

B. As an Individual

1. Identifies specific dislikes and biases
   Does:

   draw up a list of characteristics and types of persons and groups disliked or feared
   admit personal prejudices

   Does not:

   deny prejudice and bias
   avoid discussion of own dislikes

2. Makes a consistent effort to overcome biases
   Does:

   seek objective information about cultural patterns of specific ethnic groups which are disliked or unfamiliar
   choose to sit near a member of a disliked or unfamiliar ethnic group
   talk to members of disliked or unfamiliar ethnic groups in a formal or informal setting

   Does not:

   avoid personal contact with members of disliked or unfamiliar ethnic groups
   refuse conversation with members of disliked or unfamiliar ethnic groups

3. Controls a bias while interacting with a client or seeks help in carrying out the assignment
   Does:

   recognize a negative attitude toward a client
   concentrate on getting in tune with the client's feeling if necessary, asks another worker to work with the client

   Does not:

   ignore a negative feeling towards a client through facial expressions, body language or speech communicate a negative attitude.

4. Establishes and functions according to a specific

code of ethics which includes an active concern for client well-being.
Does:

understand the function of a code of ethics as a guiding principle in human service work
analyze and verbalize personal code of ethics as a means of evaluating own behavior
differentiate between a personal and a professional code of ethics
show active concern for client well-being by keeping confidentiality following a client's case to resolution, supporting and maintaining client's sense of worth and dignity

Does not:

see professional behavior as unguided by ethnical principles
refuse to evaluate own behavior according to an accepted professional code of ethics
treat a client as a child or seek to be an authoritarian
use counseling skills to degrade or humiliate the client

II. Flexibility

A. In a group setting

1. Moves freely among people
Does:

arrive on time
enter a room quietly
make eye contact with people in the room
speak to people known
introduce self to people not known, if convenient
dress to suit the occasion

Does not:

enter a room with noise, clatter or in a cringing manner
avoid eye contact
avoid speaking to acquaintances
refuse introductions or hand shaking
interrupt conversation to introduce self
wear inappropriate dress
if smoking, blow smoke in others' faces

2. Interacts calmly and objectively with others
Does:

join a conversation, if invited
begin a conversation with a strange or new person, especially if that person seems ill at ease
offer opinions clearly, calmly, consisely
listen to opinions of other speakers

Does not:

refuse conversation
ignore a new or strange person
insist own opinion is correct in a loud voice
speak overly long or dominate the conversation

B. As an individual

1. Tolerates noise and confusion if it cannot be helped
Does:

identify specific causes for noise and confusion
seek ways to eliminate or control noise or confusion
verbalize own feelings of irritation or frustration
cope with conditions outside own control

Does not:

withdraw from noise and confusion
act out frustration and irritation
refuse work under conditions beyond own control

2. Makes plans which accomodate the needs of others if necessary
Does:

identify the needs and plans of other persons involved when making own plans
rearrange plans if possible, in an emergency situation
consider objectively own needs and energies when making plans in order to avoid last minute changes
inform all involved in arrangements of specific dates, times and places

Does not:

ignore the needs of others when making plans which include them

refuse to make other arrangements if necessary
overlook own abilities and responsibilities
in making plans
neglect to inform others of specific dates,
times, places

3. Moderates an opinion if warranted by new information or learning
Does:

seek out, listen to and consider new information
obtained through any medium or communication
check on the accuracy of new information by
consulting library resources or professionals
evaluate own opinion as to its factual basis

Does not:

reject new information or ignore or avoid using
library resources or professional opinions

APPENDIX "C"

CHECKLIST - HUMAN SERVICES

Observation	Yes	No	Not Applicable
1. Describe physical appearance			
dress			
body language			
gesture			
idiosyncracies			
style of speech			
2. Uses concrete language in description			
3. Avoids judgmental words or words of value			
Empathy Training			
1. Listens with acceptance, openness, positive interest			
2. Withholds judgment or advice			
3. Checks back with the other person until he feels understood			
4. Encourages others to share feelings and ideas			
5. Is specific and personal in sharing own feelings			
6. Shares ideas with group not just one person			
7. Tries to focus on "here" and "now" feelings and to share them			
8. Maintains eye contact while talking with another person			
9. Paraphrases with accuracy			
10. Makes a level #3 response: responds to the content and to the surface feelings expressed without adding to the sharer's expression			

Human Services Curriculum
Technical Skills
Interviewing

I. Techniques of Interviewing	Yes	No	Not Applicable
A. Reception			
1. Meets the helpee at the door or reception area.			
2. Extends to him a formal greeting.			
3. Transmits a feeling of respect and positive regard through a firm handshake or a warm smile.			
4. Seats the helpee in a comfortable chair where direct eye contact is easily accessible.			
5. Seats self in a position directly adjacent to the client.			
6. Sits in an "open" stance.			
7. Leans slightly forward and looks directly at the helpee			
B. Initiation of Interviews			
1. Begins the verbal exchange of information by telling the helpee <u>exactly</u> who he is and what his function is.			
2. Speak slowly and commandingly as he defines for the helpee (1) the nature and scope of his agency, (2) his personal function, (3) and the ways in which he expects to be appropriately helpful to him			

	Yes	No	Not Applicable
C. Interview			
1. Elicits from the helpee as much information as necessary to carry out the positive functions of his agency task.			
2. Reiterates for the helpee how he intends to use the information.			
3. Outlines personal policy or the agency's policy on the confidential nature of shared information. This serves to alleviate unnecessary client anxiety concerning who will have access to his file.			
4. Extends the helpee the opportunity to ask questions.			
5. Answers the helpee's questions clearly and honestly.			
D. Termination of Interview			
1. Sets the timeframe and/or parameters for the next meeting. Outlines what he expects to accomplish and outlines tasks that the helpee is expected to complete.			
2. Thanks the helpee for his participation and communicates a feeling of positive regard via a warm smile and/or a firm handshake.			

	Yes	No	Not Applicable
3. Escorts the helpee to the door or reception area			
4. Upon completion of the interview, returns to work area and "processes" the events that have just transpired.			

Counseling Techniques Checklist
for Student Evaluation

	Yes	No	Not Applicable
1. Sets a positive accepting helping atmosphere?			
2. Encourages the helpee to talk about his problem?			
3. Sits erect and listens attentively?			
4. Transmits any value judgment through his facial expressions?			
5. Demonstrates an openness to be objectively understanding to the helpee's feelings?			
6. Demonstrates an openness to accept the helpee unconditionally?			
7. Communicates in concrete understandable language the feelings and concerns of the helpee?			
8. Openly reflects the mood, the message, and the meaning of the helpee's expressions?			
9. Clearly defines for the helpee, in concrete and vivid language, the helpee dilemma?			
10. Clearly interprets for the helpee, what the consequences of his (helpee) actions might be?			
11. Leads the helpee by adding any unexpressed or unimplied ideas?			
12. Demonstrates an openness to be constructively real?			
13. Keeps the helping process in the here and the now?			

	Yes	No	Not Applicable
14. Points out all distortions in the helpee's expressions?			
15. Jointly formalizes a positive course of action?			
16. Clarifies any ambiguous or unclear directives?			
17. Summarizes for the helpee the major concerns that were raised throughout the entire helping process?			
18. Answers all the helpee's questions openly and honestly?			
19. Reaffirms his total support of the helpee's decision before the conclusion of the helping process?			

DELAWARE TECHNICAL & COMMUNITY COLLEGE

Wilmington Campus

Human Services Department

COURSE OF STUDY

FOR

HS 144, PRINCIPLES OF INTERVIEWING AND COUNSELING I

Text: Schulman, Eveline, E., Intervention in Human Services, Saint Louis: C.V. Mosby Company, 1974.

References: Rogers, Carl, On Becoming a Person, Boston: Houghton Mifflin Company, 1961.

Mosher, Ralph (ed), Guidance an Examination, New York: Harcourt, Brace & World, Inc. 1965.

Collins, Alice (ed), The Lonely and Afraid, New York: Bobbs-Merrill Co., Inc., 1969.

COURSE PERFORMANCE OBJECTIVES

I. The Nature of Interviewing

In order to understand the nature of the interviewing process the student will be able to:

1. Define what is meant by an interview process.
2. Distinguish between an interview and a counseling session.
3. List the basic elements related to the interview process.
4. List the essential conditions necessary for a good interviewing session.
5. List in order of their occurrence,the three stages of the interview process.
6. Explain the basic concepts of communication as a process of transmitting and receiving visual and auditory stimuli.
7. Explain the effects of individual or personal dynamics on the interview process.
8. Demonstrate in a role play situation an empathetic atmosphere designed to facilitate the interview process.

II. The Techniques of Interviewing

In order to synthesize the fundamental techniques of interviewing the student will be able to:

1. Identify then fundamental interviewing techniques.
2. Demonstrate in a role play situation the application of interviewing techniques.

III. The Nature of Counseling

In order to understand the nature of the counseling process the student will be able to:

1. Define counseling from a human service perspective.
2. Identify the major prupose for counseling.
3. Identify the three stages of the counseling process.
4. List the two major dimensions of the counseling process.
5. Define the three basic concepts in counseling that facilitate the counseling process.
6. Define the three basic concepts in counseling that initiate action on the part of the counselor.
7. Demonstrate in a role play situation, a grasp of evaluation techniques designed to measure effective counseling.

HS 144

PRINCIPLES OF INTERVIEWING & COUNSELING I

NOTES TO THE STUDENT

Principles of Interviewing and Counseling will provide a student with a general knowledge of the science of interviewing and counseling. Additionally the student will be exposed to a developmental skills process that is designed to allow the individual to reach his/her highest level of competency.

Students will be expected to hand in to the instructor five to seven tapes of a real or simulated counseling session which will be evaluated by the instructor and returned. A final tape will be evaluated and remain as a permanent part of the student's record. Role play and simulation exercises are an essential part of this learning experience and student participation in classroom exercises is MANDATORY.

Additionally, students are expected to keep adequate notes of classroom sessions which will be collected and graded as a part of their course requirements. Therefore, classroom attendance is an important part of this course and students are strongly encouraged to meet all classes.

DELAWARE TECHNICAL & COMMUNITY COLLEGE

WILMINGTON CAMPUS

HUMAN SERVICES DEPARTMENT

COURSE OF STUDY

FOR

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COURSE PERFORMANCE OBJECTIVES

I. A Scientific Model for Helping

In order to synthesize the fundamental techniques of counseling the student will be able to:

1. Identify the four crucial concerns of the counselor in a helping relationship.
2. Demonstrate in a role play situation the practical application of counseling techniques.

II. Counseling the Hard-to-Reach

1. Define the "hard-to-reach" population.
2. Identify at least five sub-groups.
3. Demonstrate, in a role-play situation, the practical application of counseling techniques geared to facilitate helping the "hard-to-reach client".

III. Cultural Barriers in the Counseling Relationship

In order to appreciate the uniqueness of counseling through cultural barriers the student will be able to

1. Show a relationship between demography and the helping process.

2. Identify cues that may signal a lack of cultural identification by the counselor.
3. Demonstrate, in a role play situation, the practical application of counseling techniques geared to facilitate helping the "culturally different client".

APPENDIX "D"

INDEX OF SOCIAL POSITION

Vocational School:_____ Name:_____

Trade Area:_____

Instructions: Please circle the number of the item that best describes the work that your father or head of your household does.

1. Higher executives of large concerns, proprietors, and major professionals.

2. Business managers, proprietors of medium-sized businesses, and lesser professionals.

3. Administrative personnel, owners of small businesses and minor professionals.

4. Clerical and sales workers, technicians and owners of little businesses.

4. Skilled manual employees.

6. Machine operators and semi-skilled employees.

7. Unskilled employees.

Instructions: Please circle the number of the item that best describes the amout of education that the head of your household has.

1. Professional (Master or Doctor's Degree)

2. Four-year college graduate

3. 1-3 years college (also business school)

4. High school graduate

5. 10-11 years of school (part high school)

6. 7-9 years of school

7. Under 7 years of school

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGES